

college AND UNIVERSITY **business**

JULY 1959

Problems of On-Campus Parking

The Care and Feeding of Faculty Wives

Handling Funds of Student Organizations

Residence Hall and Student Center

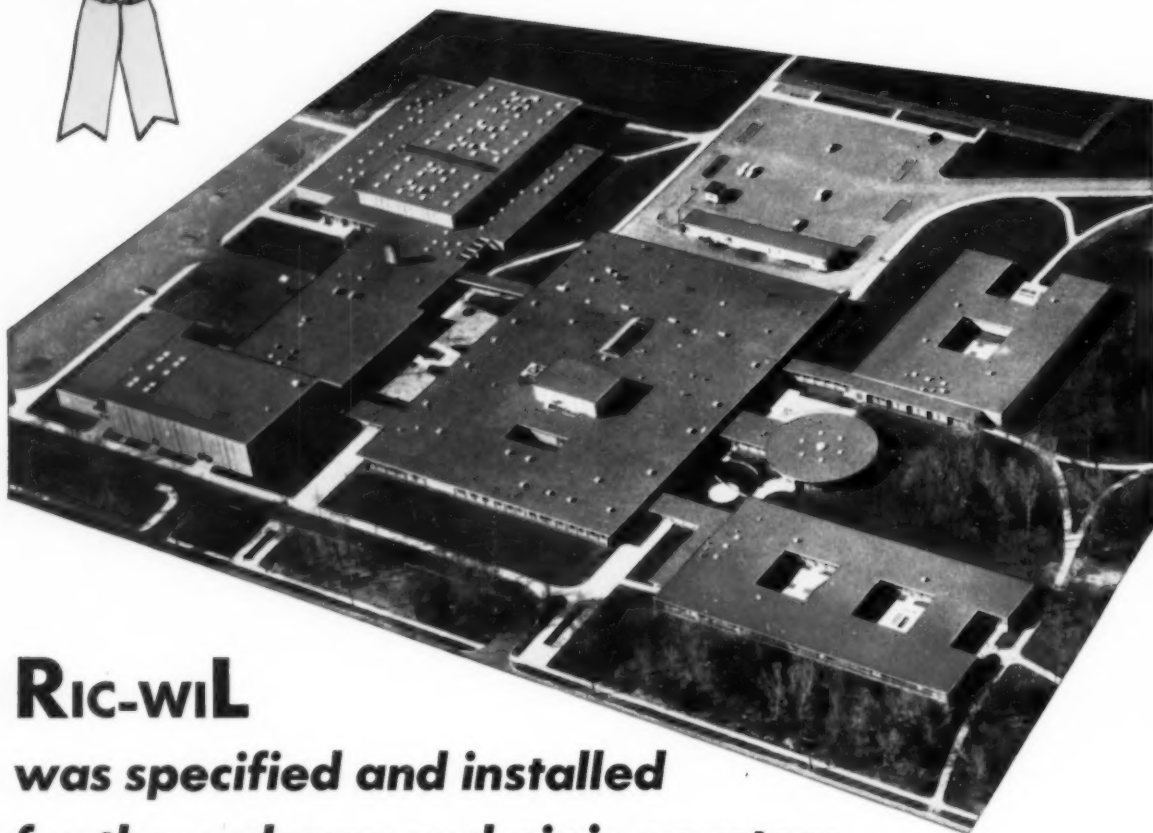
Training Student Waiters



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Hardware vs. Research	23
EUGENE E. COHEN	
No Idle Space With This Multiple Lab	25
O. L. RAILSBACK and H. M. SKADELAND	
The Care and Feeding of Faculty Wives	29
M. S. HATHAWAY	
Sense of Proportion Needed on Tuition and Fee Charges	31
W. K. PIERPONT	
Handling Funds of Student Organizations	34
ARTHUR DAVENPORT	
Residence Hall and Student Center	36
STAN HOW	
On-Campus Parking Means Registration, Fees	39
HARVEY BURSTEIN	
Effective Self-Study, Part 2	42
JOHN FORBES	
Women's Rights and Higher Education	46
T. E. BLACKWELL	
Continues Program of Summer Trainees	47
Training Student Waiters	48
ELSIE duPONT	
Questions and Answers	4
Looking Forward	24
News of the Month	50
Directory of Associations	59
Names in the News	60
Classified Advertising	62
What's New	63
Index of Advertisers	71

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AMONG THE AUTHORS: Melvin S. Hathaway, business manager of the Taft School, Watertown, Conn., discusses the personnel and morale problem of the faculty wife in a college or university organization. He has been in his present position since 1954, and prior to that time was controller of Green Manor Estates, Inc., Manchester, Conn. He was graduated from Harvard University in 1942, attended the Harvard Graduate School of Business Administration, and received his I.A. in 1943. During World War II he served as an army officer in the Philippines campaign. . . . Wilbur K. Pierpont, vice president of the University of Michigan, for some time has shown serious concern that university administrators have a proper sense of proportion in regard to tuition and fee charges. He has been a member of the University of Michigan business staff since 1946 and took over his present position in 1951. As an officer during World War II (Lt., j.g., U.S. Navy) he was price analyst with the Ordnance Department and was located in Washington, D.C. Mr. Pierpont is not all business, as is indicated by an intense interest in golf.



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QUESTIONS AND ANSWERS

P. R. Responsibilities

Question: In what sense can the college business manager be considered as having public relations responsibilities at his institution? — D. L. Minn.

ANSWER: Public relations is the responsibility of all the officers of a college or university, but especially of the business manager with regard to three specific items:

1. He must constantly remind his public of the financial needs of the institution and of public obligation to provide that support. He should present graphically and dramatically the cost of education in the college and the sources from which these costs must be met.

2. The business manager must seek the opportunity and provide the data for conveying through all the media of the college public relations department the facts about what it will cost to meet expanded enrollments, enlarged programs, and new facilities.

3. Only the business manager can be expected successfully to convey to students an appreciation of what they are getting for their educational dollars, and it is extremely important that he do so regularly. The faculty, too, must be advised of the school's financial problems as well as what is being done for them. Through the understanding of these two groups, the business officer sends to their homes and to their friends a message directed to improve public relations.

There is no more important public relations representative than a business officer who understands fully the philosophy, the objectives, the strength, and the shortcomings of the institution and is prepared with kindness, sympathy and warmth of con-

viction to speak up at every challenge to that program. This is a major part of the business manager's job.—KENNETH R. ERFFT, *vice president and treasurer, Rutgers, the State University, New Brunswick, N.J.*

Reporting Wages

Question: We have been furnishing the noon meal free of charge as a courtesy to the men and women on our nonacademic staff. We are wondering if, in reporting wages for workmen's compensation insurance, we are expected to include the value of these meals. Is it necessary for us to report the wages of students who do domestic work for us — light cleaning and helping in the kitchen, which is almost the same type of work as our full-time employees do, whose wages we do report? — M.J., Wis.

ANSWER: Referring to your first question, Section 2(9) of the Workmen's Compensation Law defines wages to mean:

"The money rate at which the service rendered is recompensed under the contract of hiring in force at the time of the accident, including the reasonable value of board, rent, housing, lodging or similar advantage received from the employer. . . ."

The express language of this section plus the cases interpreting it are quite clear that the value of meals provided to employees are an element of wages. Therefore, it would appear that institutions in providing meals to non-academic employees are required to include their value in reporting the wages of such employees.

In regard to your second question, students who engage in light manual work and receive compensation therefor from an educational institution would be considered employees under Section 2(4) of the Workmen's Compensation Law, and pursuant to Section 3(1) Group 18, such persons would be covered by the law, provided that the institution employed four or more persons in a nonacademic capacity. The wages of such students, therefore, would have to be reported as compensation paid to employees. — GEORGE F. BAUGHMAN, *vice president and treasurer, New York University.*

If you have a question on business or departmental administration that you would like to have answered, send your query to COLLEGE and UNIVERSITY BUSINESS, 919 North Michigan Avenue, Chicago 11, Ill.

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5. Are roller housings at bottom of each upright, and telescoping sleeves at top, interlocked to insure straight-line, non-binding opening and closing of seats?					yes
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7. Are fronts of seat sections perfectly vertical when closed to safeguard against accidents during fast-action games? (Vertical fronts also permit flush recessing of seats).					yes
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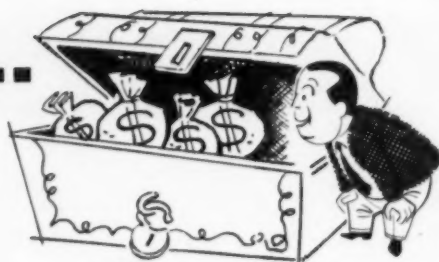
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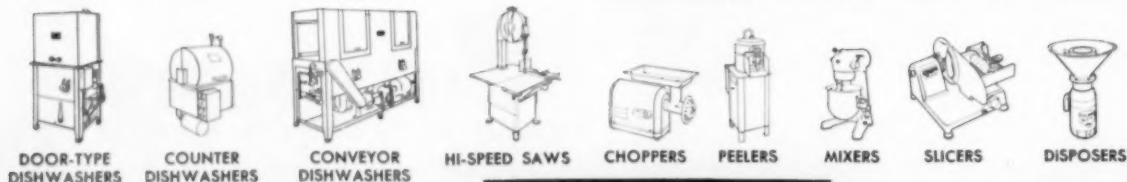
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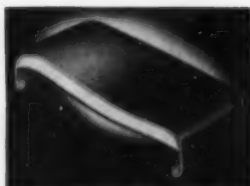
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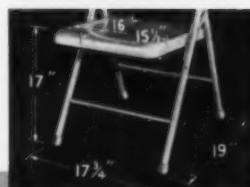
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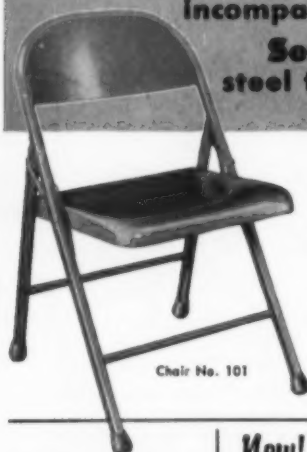


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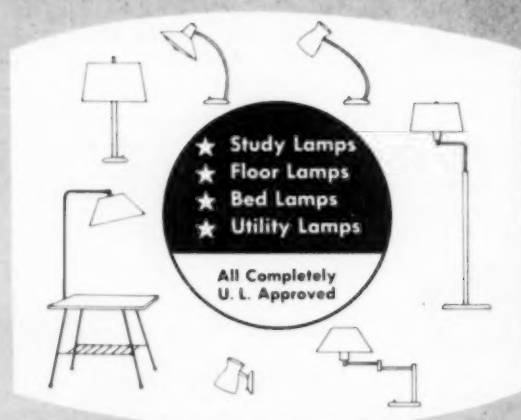
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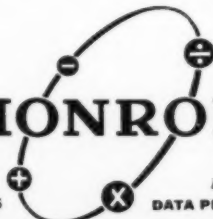
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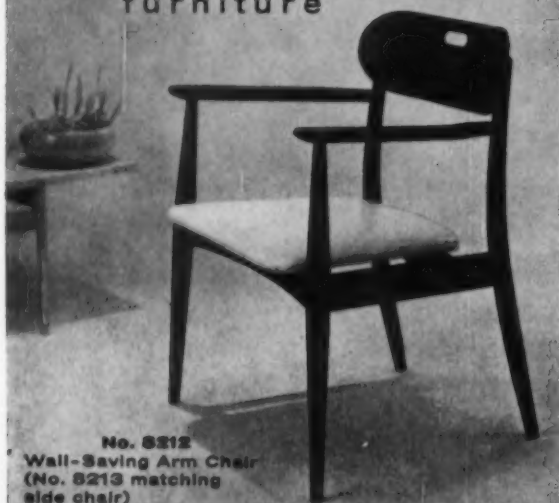
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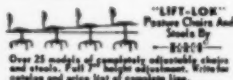


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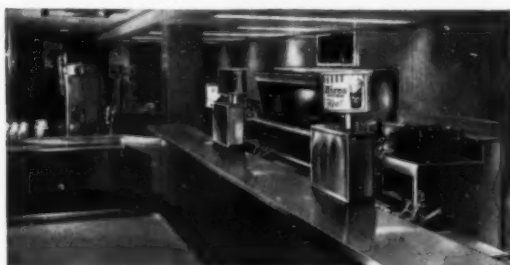
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Student's-eye view, from right. Wall equipment includes: 11'-2" griddle stand; 6'-0" and 4'-0" sandwich units; VaporMatic*† food warmer; roll warmer; three refrigerators; shelving; work tops; etc. Fountain equipment includes: 8'-0" Twin-Serv Fountain; 4'-2" Fast-Serv Fountain; 3'-6" soda unit; two refrigerators; four draft stations; etc. Lowerators for cup-baskets at urn-stand are heated.



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College Career

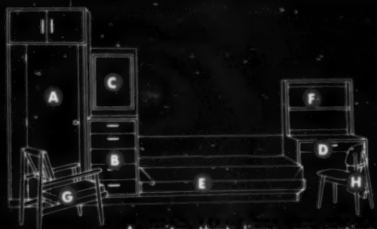
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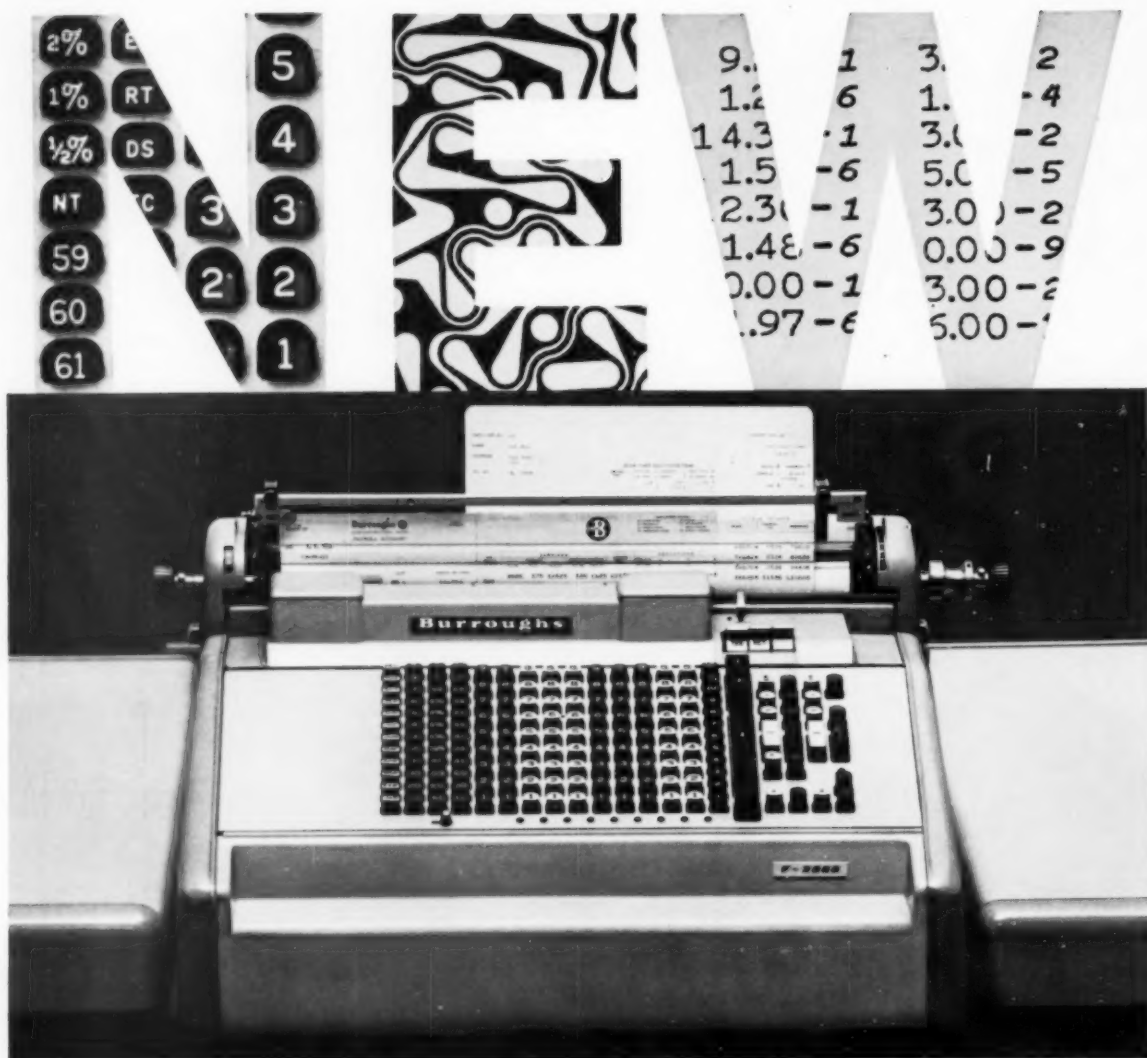
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Base area 30½" x 23" | | |
| H 2807-S | Side Chair, Seat 18" x 16½"; Back height 31¼";
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*Wardrobe, desk and bookshelf may be expanded or contracted to fit wall space.

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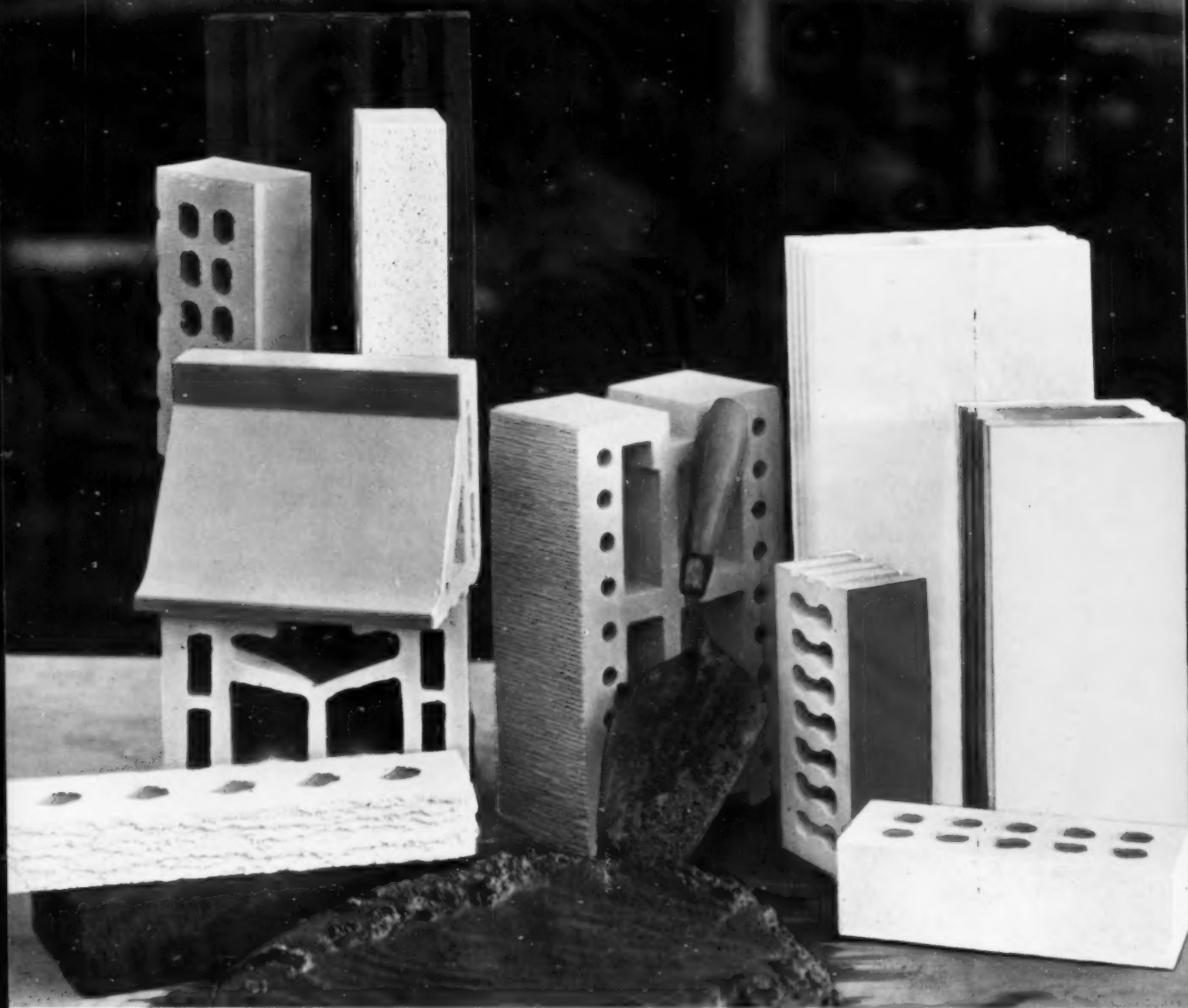
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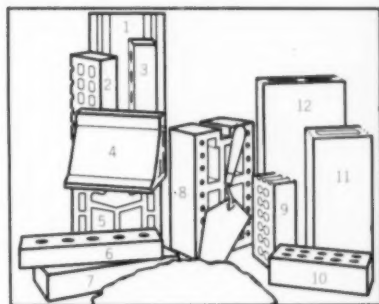


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... when Natco structural clay products are in the picture

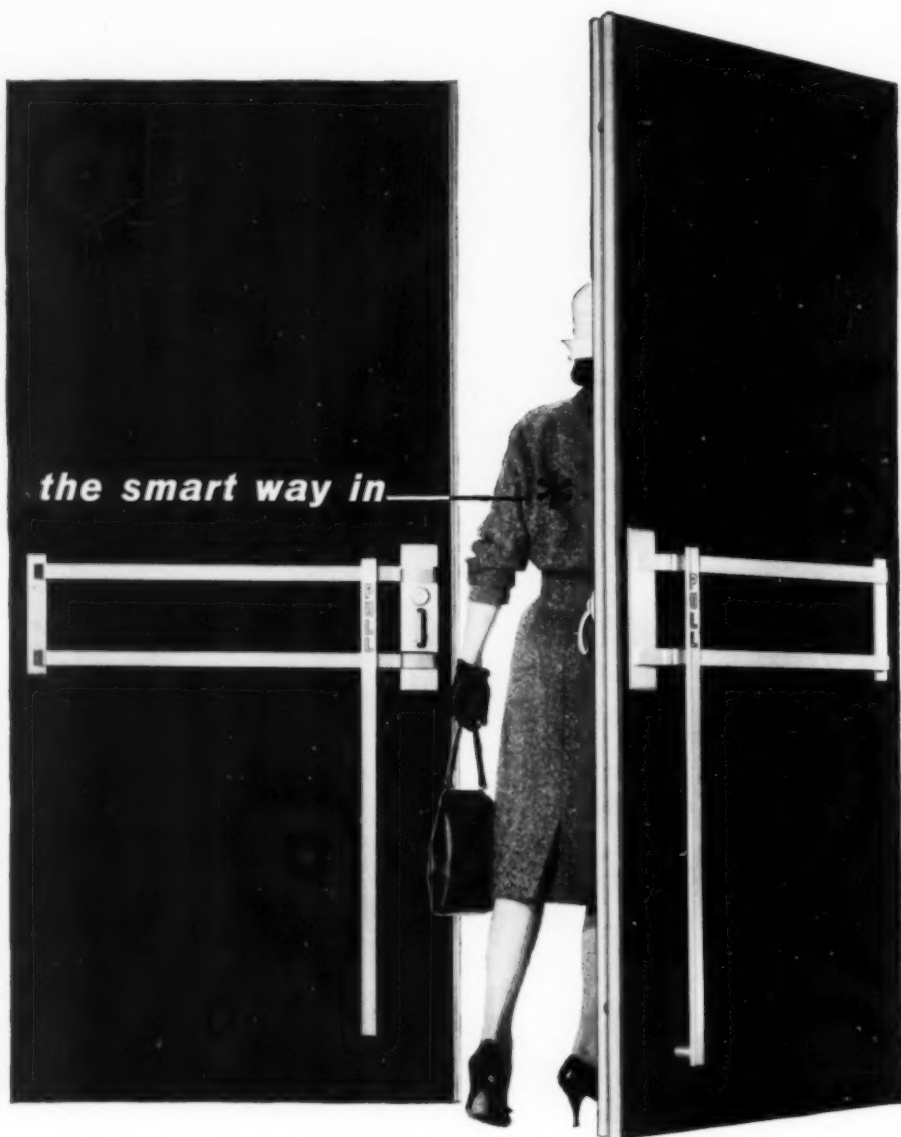
The photo above shows only a portion of the *complete* line of modern, colorful structural clay products manufactured by Natco . . . products designed for use in tomorrow's buildings. Shown are (1) Tex Dri-Wall tile, (2) Standard face brick, (3) Norman face brick, (4) Ceramic glaze Splayed Base, (5) Dri-Speedwall tile, (6) Wave-Tex roman face brick, (7) "SCR" brick, (8) Uniwall facing tile, (9) Ceramic glaze Vitribrik, (10) Ceramic glaze velour face brick, (11) "6T" Ceramic glaze Vitritile, and (12) "8W" Ceramic glaze Vitritile.

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Von Duprin. PULL BARS

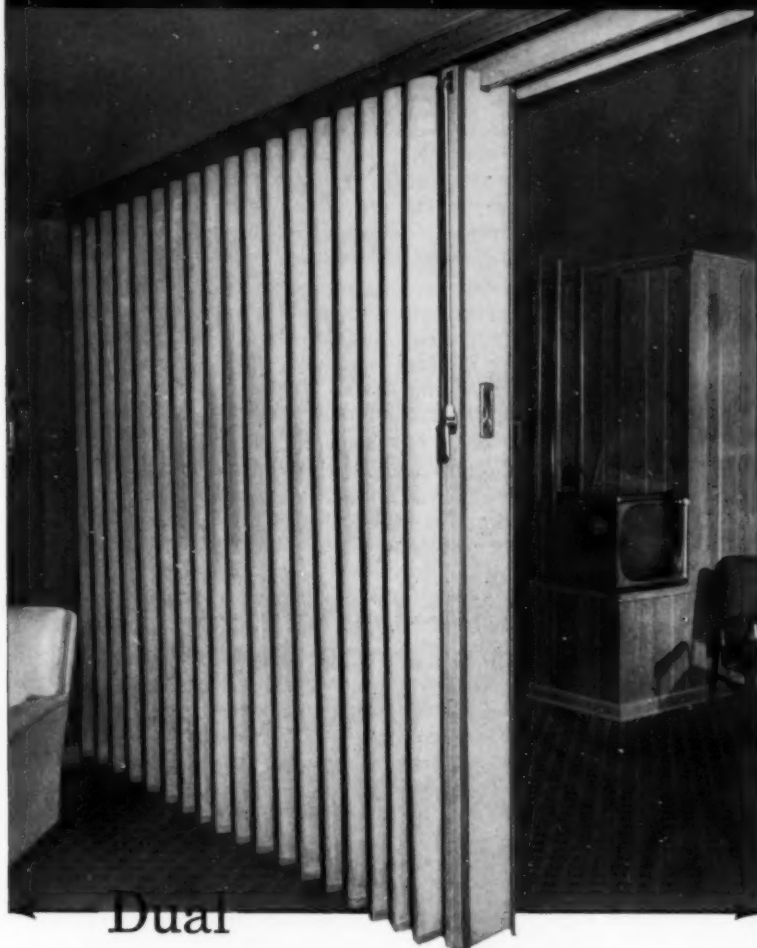
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illustrated above: all extruded aluminum modern design with extended and engraved grips. Catalog number E282-ENG. on active door; E282DT-ENG. on inactive door.



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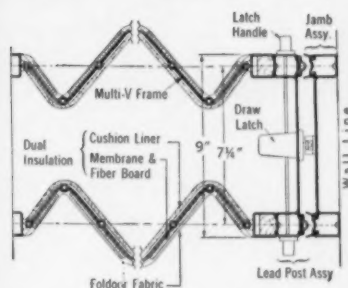
Photo above from Biltmore Hotel Courts
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Look for this symbol of quality

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ESTABLISHED 1924



New design cafeteria counter at a prominent N.Y. Hospital.



Hardware vs. Research

EUGENE E. COHEN

Vice President and Treasurer
University of Miami, Coral Gables, Fla.



NEVER in the history of our country has there been a more pressing need for searching for new ideas and knowledge. These critical times have placed tremendous demands on American colleges and universities to provide the mental capacities and physical facilities necessary to develop the pure research required for continued world leadership.

Only through pure research can applied research and eventual production become a reality. Industry, foundations and the government look to our university faculties for much of the pure research. And, wherever possible, such needed talents are being freed of teaching assignments to work on research problems.

As more and more support for research is coming from federal agencies, I should like to discuss some of the problems of dealing with these offices and offer some suggestions that I believe would be most helpful from the institutions' standpoint. It is vital that government-university philosophies with respect to research be mutually understood. The purchasing of pure research cannot be accomplished by using the same standards that are applied to the acquisition of production items on a unit cost basis and in a traditional process of competitive bid taking. Agencies seeking new data most often must go to the unique stockpile of faculty skills to begin these investigations.

Therefore, I believe one of the first major considerations is how to get contracts with universities on a break-even basis. The traditional purchase policy of the government which has always allowed a "reasonable profit" is certainly not incorporated in university-government contracting procedures. Much has been written about overhead, and I can only confirm that a realistic base is urgently needed. Certainly a fair overhead rate should not be confused with a profit.

Standardization of contracting procedures would be most helpful. Various approval procedures exist on matters dealing with salaries, travel, supplies and equipment. Reasonable expenditures supported by proper documentation would reduce nonscientific costs and give scientists more time to spend in laboratories.

The policy of requiring universities to justify matching expenditures or contributions to the research proj-

ect in essence places further costs on the institutions and widens the gap between cost and reimbursement.

Audit requirements vary with different agencies. Universities welcome reasonable audit, and it would be helpful to have all agencies treat like items of cost similarly. The problems of contracting under formulas that are not interpreted in the same way by various agencies creates difficulties for the scientist and the conscientious business manager. As most proposals are prepared well in advance of award and often nearly two years prior to the completion of the first year's work under the contract, it would be wise to allow as much flexibility as possible within the framework of legal regulations.

Often the principal investigator for the university and the scientific personnel for the government get together to lay out the ground rules under which a proposed research program is to be conducted. When the program is finally approved and the work is under way, it is sad indeed that certain items of cost agreed to as allowable at the time of negotiation were not included as such when the contract was drawn up. As a result, the agency auditor must disapprove the expenditure, and the backtracking process to obtain retroactive approval from the contracting officer must be initiated.

A particularly difficult problem often develops when items of equipment are manufactured in university shops. The tie-in of supplies, parts, components and labor utilized in the construction of a complex and highly technical piece of scientific equipment creates serious problems when a reconstruction of costs is attempted. Detailed reports on disposition of scrap and disposal of small excess items can be most cumbersome.

The recently distributed Circular No. A-21 from the executive office of the President is an attempt to improve some of the problems of university-government contracting. Much must be done before there can be established a set of working principles that will be reasonably satisfactory from the universities' standpoint. Let us continue to work with our associations to make our problems known and let us hope the government will listen open-mindedly to our suggestions.

LOOKING FORWARD

Not Without Honor

SELDOM does the business officer of a college or university receive the commendation or recognition due him for services rendered. An anonymous donor at Smith College has seen fit to correct this situation, however.

Smith College officials recently announced the receipt of a gift of \$50,000 in honor of William A. Bodden, business manager and treasurer of the college. It was stipulated by the donor that the income from the endowment was to be used for travel and professional study by members of the business administrative staff of the college.

College business officers everywhere will rejoice in this singular recognition of the services of a professional associate. Perhaps the Smith College donor, whoever he or she may be, will have served as a pioneer in calling attention to the significant work of college business officers — and others may be challenged to emulate the donor's example. To Bill Bodden go congratulations on a professional performance of such high quality that it could not help but draw the recognition it deserved.

Business Procedures Improved

MUCH of the confusion that may exist in a college or university business office is the lack of a definitive statement of proper business procedures. The waste and inefficiency that results are not good public relations for the business office and are wasteful of time, personnel and money.

The University of Kentucky recently published a business procedures manual that should go a long way toward improving the technics of the business office, and might well serve as a model for study by other college business managers.

The manual features 10 major headings: business organization, budget, expenditure of funds, cash, employment, equipment, physical plant, insurance, services for departments, special and student services. The appendix to the manual contains the following exhibits: state object classification code, terminology, purchasing and disbursements documents, and residence hall application forms.

It should be obvious to all administrators that a proper statement of functions and procedures should be mandatory and that no business office should attempt to operate without a business procedure manual. In too many instances this is not the case. The University of Kentucky

is to be commended for a manual that may serve to inspire other administrators to more effective performance.

Who's Running the Show?

ANY college or university president can testify how difficult it is honestly to answer the question of who actually administers the affairs of the institution. This situation has developed in part out of confusing situations that have developed because of pressures of accreditation.

The annual report by William K. Selden, executive secretary of the National Committee on Accrediting, sums up the administrative problems that accrediting organizations have created. He calls attention to three basic problems: (1) the lack of knowledge and understanding of accrediting on the part of educators and noneducators alike; (2) the never ending problem of control and jurisdiction, which results in challenges to the sovereignty of the institution, and (3) the need for an improvement in evaluation.

Commenting on the last named, Mr. Selden asserts: "Many thoughtful individuals believe that our accrediting procedures have become too sacrosanct and are obsolete. Accrediting as a function in education requires continual study and thorough analysis in order that it may be constructive for education and in order that it will meet the social needs of the times."

In large part, it is the multiplicity of accrediting organizations in all areas of academic study that drive an administrator to distraction. The National Commission on Accrediting came into being 10 years ago as the result of dissatisfaction with the frequently overlapping and conflicting requirements of accrediting organizations and the methods of enforcement that have evolved to meet standards.

Success in eliminating the conflicts has not been achieved. However, there is today a better climate of opinion in which to consider the problem than was evident a decade ago. Much is yet to be done toward reducing the threat to an institution's sovereignty that has developed because of outside interference resulting from directives from accrediting organizations.

College administrators should be grateful to the National Commission on Accrediting for whatever improvements have been made in reducing the confusion of past years. The commission has undertaken an uphill, frustrating and thankless task.



Prof. H. M. Skadeland stands before control panel of multiple laboratory at the University of Illinois, Chicago.

No idle space with this

Multiple Lab

O. L. RAILSBACK and H. M. SKADELAND

Department of Physics, University of Illinois, Chicago

A NEW laboratory at the University of Illinois, Chicago Undergraduate Division, is new both in concept and design. Within seconds the laboratory is cleared of equipment used in one course and is completely equipped and ready for a class in another course.

It is oversimplification, of course, to say that this is accomplished with the flip of a switch, but it is not oversimplification to say that this quick-change promises not only broader horizons in the projected use of future laboratories but a welcome economy for schools facing inflated building costs.

Set Sights Toward New Design

Faced with the inherent limitations of the conventional classroom laboratory, two years ago we decided to set our sights toward a new design. Proceeding on the theory that good efficiency consists of getting maximum educational achievement from a given expenditure, we drew upon our teaching experiences in considering obstacles that must necessarily be eliminated.

Thus, we considered: (1) that laboratories have stood idle much of the time in order not to disturb apparatus, thereby limiting their use to as little as six hours per week; (2) that they have been congested with several sets of equipment while one set

was being used since other courses used the same laboratory with different equipment; (3) that the laboratory could not be used when experimental equipment was being taken down and a new set put in; (4) that equipment has been supplied from a stockroom where apparatus is checked out and in with the start and end of each experiment. This obviously precluded the leaving of partially completed experiments to be continued later. At best, there could be only superficial solutions to this problem.

Consideration of these weaknesses and resultant needs led finally to the basic design that characterizes our present prototype laboratory. Three classes, each with different equipment needs, can be accommodated.

Equipment for one course is not accessible to students of another course. Without disturbing the class in progress, experimental equipment for two courses may be set up or removed while the laboratory is in use. Equipment can be left standing in an upright position while turned aside so that experimental work can be continued from the point at which it was interrupted.

From drawings of the proposed structure embodying the essential principles, we proceeded to a scale model of a single unit. The model was shown and discussed at a special physics laboratory conference spon-

sored by the National Science Foundation. It was later shown to the building committee of the American Association of Physics Teachers sponsored by the Ford Foundation.

As a result of showing it to these two groups and to others, we were encouraged in our next projected step, the construction of a complete pilot laboratory to be used under ordinary teaching conditions that it might be properly evaluated.

The new laboratory, consisting of 12 units, will accommodate 24 students at one time working in pairs. With each class extending through three hours, at present the laboratory is serving two different courses with four classes in one course and five classes in the other. It would be possible to schedule a total of 15 classes in three different courses in this laboratory.

Automatic Turntable Is Key

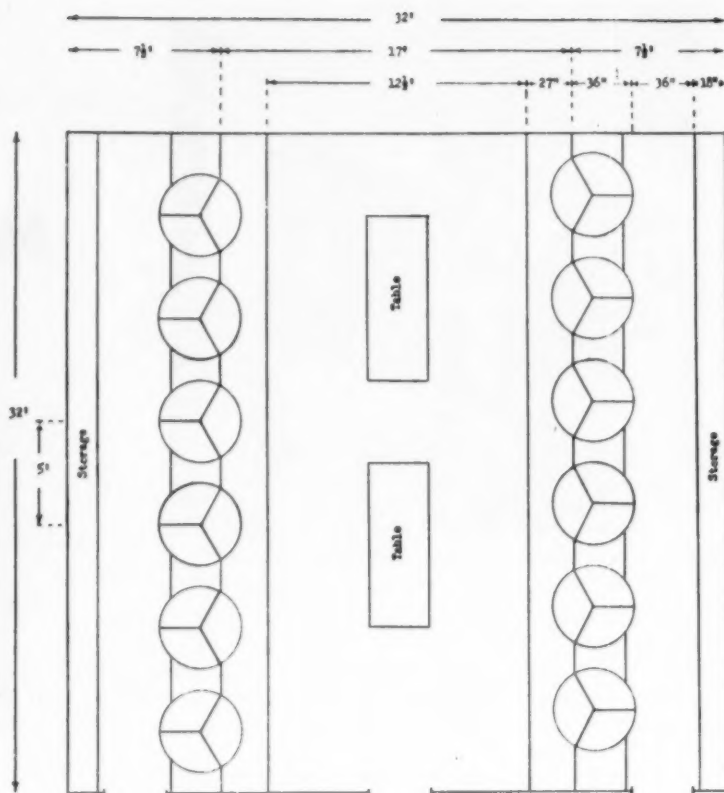
The key to this multiple use is the automatically rotated turntable. Part of the laboratory table at each student station and extending above it to accommodate shelves in each of three compartments, it delivers one set of laboratory equipment for immediate use while a previous set disappears into the wall.

Motor-driven, the units in the pilot laboratory are operated from a control panel located at the front of the

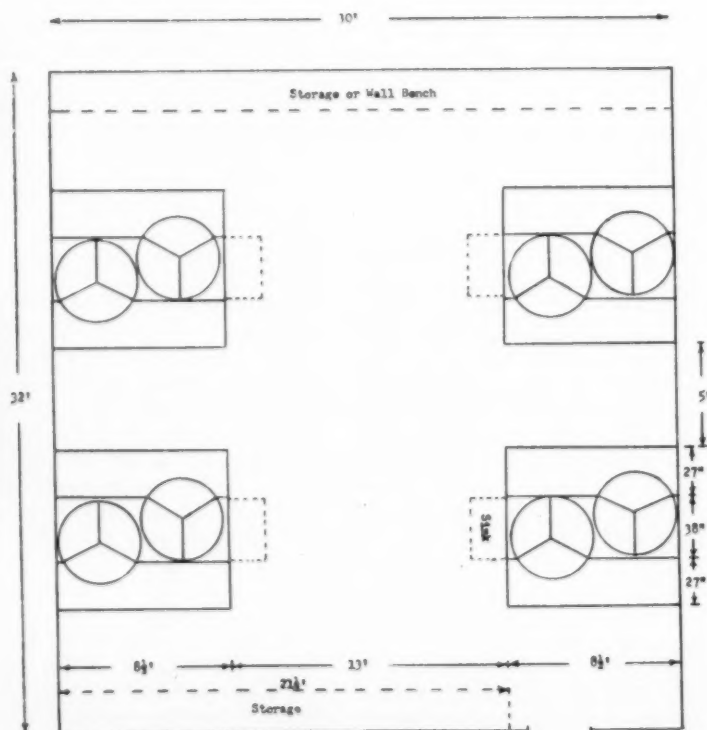
Right: Plan 1 shows an in-line arrangement of the multilab with associated storage at the rear. The plan is for a 24 student laboratory but could be modified to other size classes, of course.



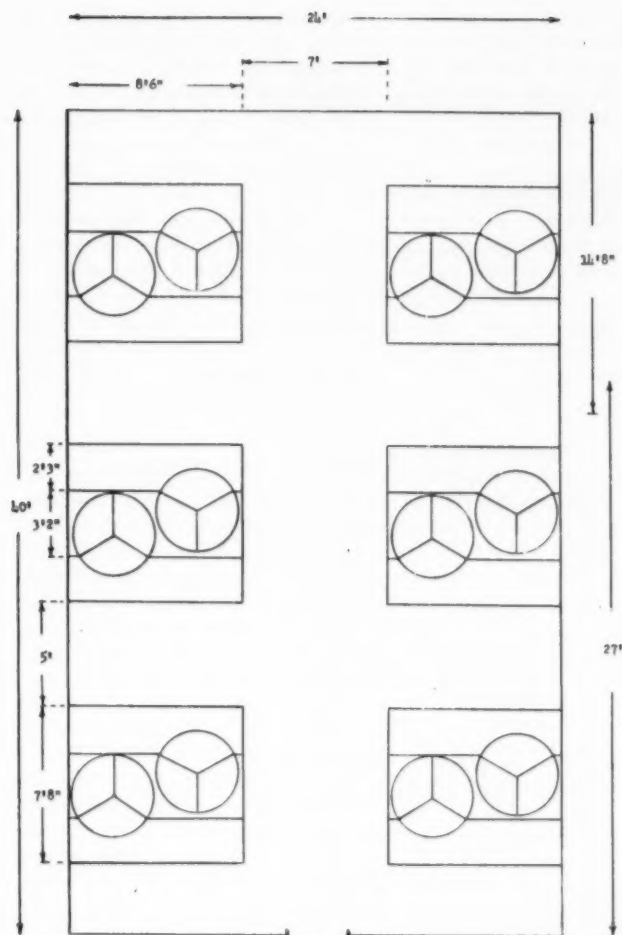
Above: A single laboratory is used for three different courses. It is possible to turn any experiment, of the three set up, into working position in a minute.



Above: In the advanced laboratory not so many rotor units are required as in an elementary laboratory because the number of students working there is usually smaller. Note position of sink.



Right: Plan 3 is twin-unit arrangement for 16 students in an advanced class.



Above: Plan 2 is a twin-unit arrangement for 24 students without associated storage. The required dimensions for 16 students or eight students are shown on the side of the plan.

room. Each unit can be rotated to any one of three positions simultaneously or individually and locked into position. Available at each unit are gas and water.

Next to the rotor on each unit is a small electrical panel and a wall galvanometer. Signal and galvanometer circuits lead into each electrical panel. This panel is also a terminal for direct and alternating currents of selected voltage provided from a distribution panel in an adjacent room.

It early became apparent that the basic design of the multilaboratory units lent itself to either one of two modes of grouping. One grouping consists of a series of units arranged in line, with the rotating units built into a wall, thus opening into either the laboratory or the storage area be-

hind it. This permits large-scale loading and unloading of laboratory supplies behind the wall.

In the other arrangement the units are set up in pairs, back to back. These units admit to turntable loading from within the classroom itself, while retaining the feature of the equipment disappearing into the rotating unit when not in use.

As this was to be a pilot laboratory installation, we decided to install on one side of the room six of the in-line units and, on the other side, three pairs of the back-to-back or twin units. This makes it possible to evaluate both designs under the same teaching condition.

To make the multilaboratory adaptable to many and varied situations was, in our judgment, a matter of the most practical necessity. The subject taught and the level of the course, the kinds of materials used as well as the method of instruction, the hours per week of each student and the number of instructional sections in one course were all considered.

At the same time, we gave equal consideration to the economic aspects

Below: Prof. O. L. Railsback is making a demonstration before a class. This is a pilot laboratory installation. Prof. Railsback and Prof. Skadeland both believe the multilab has professional and industrial possibilities as well.



of construction and equipment and to the maintenance and time consumption of personnel used in connection with preparation, storage and handling of materials.

Against this background of multiple needs, the use of the laboratory would vary considerably depending on the circumstances of organization and the type of work being done. A brief discussion of laboratory plans correlating each of the two types of units with laboratory situations fol-

lows. Consider a situation in which the classes of as many as three different courses in one field or three different courses in different fields use one laboratory. A laboratory planned with a row of in-line units on each side of the room, storage facilities behind each row, and corridor access to each of the two storage areas would be the most functional. With apparatus on the shelves behind each unit, equipment could be removed or laid out while the laboratory is in use.

Twenty two-hour, 10 double two-hour, or 15 single three-hour laboratory sections could thus be accommodated each week. Because enrollment fluctuates and scheduling difficulties seldom allow full capacity operation, some compartments would likely be available to instructors who wish to

let students do make-up or other work outside the scheduled time. These compartments, holding advanced and challenging experiments, would be particularly beneficial to the brighter or more advanced students.

When equipment need not be changed often or when the laboratory is in use, a plan with two or three twin units on each side of the room would be desirable. This would be applicable when only one set of equipment for each experiment to be performed is available and when each pair of students moves from one experiment to the next at each laboratory session.

Experiments Out of Way

When it is necessary to have continuity of experimental setups over an indeterminate period of time, as in advanced laboratories, the multilaboratory would make it possible to operate three such classes in one laboratory while retaining the advantage of leaving inactive experiments out of the way.

With only two courses assigned to one laboratory of either the in-line or twin unit plan, one set of compartments would be available. This could be used for special work and research by instructors, for assembled equipment readily available for instrument calibration, and for unscheduled work of an advanced nature by students with good ability and special interests. This type of experimental work, by its nature, requires a situation in which an assembly of equipment can be left undisturbed and readily available over an indefinite period of time.

Conditions and requirements in professional and industrial situations are so varied that only one illustrative example will be given. In a professional laboratory in which a variety of technical processes are used, compartment groupings could be arranged so that the needed technical equipment would be within easy reach. The smaller space area required, with its resultant saving in cost, would require less moving about by laboratory workers, which often means carrying pieces of material or equipment from place to place.

Finally, it appears that not only is the multilaboratory meeting the needs that fostered the project in the beginning, but also its actual use suggests, in turn, more and varied uses. ■



Left: Service facilities, such as gas, water and electricity, are available to all positions of rotor unit, making one set of services adequate to supply needs of three courses. Below: Storage facilities in rear of each row of in-line unit (Plan 1) with access to storage from corridor. It is possible to load and unload apparatus for one class while another is in session.



The Care and Feeding of FACULTY WIVES

M. S. HATHAWAY

Business Manager, Taft School, Watertown, Conn.

LEST the rather glib title lead the reader to assume an equally glib treatment of a rather delicate subject, I hasten to state that such is not my intent. In an effort to treat this entire matter with the sympathy and understanding that it both deserves and requires, we should start with an honest appraisal and appreciation of the important role the faculty wife plays in the school and college community.

Although the participation of the faculty wife in the activities of a school or college community may seem to vary in importance from one institution to another, this variation does not occur because of the size of the various schools or colleges. While we were undergraduates at Harvard, the social occasions provided us by the late Dr. and Mrs. David Little of Adams House were (and are still) valued by many of us as one of the finer elements of our Harvard experience. My roommates and I used to look forward to weekly teas at the Littles'. The home surroundings, the contacts with their children Ado and Kayo, and the warmth and interest of Mrs. Little did much to help us toward our goal of becoming integrated human beings.

Plays Important Role

In a smaller community such as Taft School, the faculty wife can play an equally, if not even more, significant role. She is the contact synonymous with home; she is the hostess at teas, the chaperone at dances, the gracious element in the dining room, part of the color at football games. Her living room frequently becomes a home away from home, her refrigerator a haven for the hungry.

At the same time, she must be a wife to her husband, a mother to her own children, manager of the family budget, and all of the many *et ceteras* that every wife anywhere must be. In truth, she of all women must be many things to many people. There is little question about it: She is important; she is constructive; she is necessary.

She Can Be a Problem, Too

And, at the same time, she frequently can be, for the business office, a problem.

The problems the faculty wife creates are common to most all business officers where the bulk of the student population lives on campus. There is a familiar tendency to regard the institution as the Great White Father with unlimited funds available for renovation and redecoration. The plumber is expected daily to remove dolls, trinkets and rubber balls from the various water closets in faculty apartments. The business office becomes the source of aid even when a host of ladybug beetles invades the community. I have had faculty wives call me on the telephone asking me to do something about ridding their windows of thousands of these insects at a time when every other home in Watertown was similarly plagued.

Of course, when practical, if faculty can be given a housing allowance out of which they are expected to take care of all normal maintenance, a great deal of independent thinking can be generated in the wives concerned. Even then, however, there will still be sufficient areas of possible conflict available to satisfy even the most sanguinary.

The seemingly innocuous task of cutting grass sometimes becomes almost an Olson and Johnson farce. The groundsmen cannot cut the grass in the morning because classes or examinations may be scheduled, and he cannot cut the grass in the afternoon because young faculty children may be napping in near-by homes. (I hasten to add that we cut the grass on our own schedule. Otherwise, it might sometimes become *hay* before we had reached a total agreement with everyone who feels concerned!)

Children Hard on Grounds

Then there is the matter of faculty children and their relationship to the school. One of the challenging paradoxes in the area of the faculty wife is the use of school facilities by faculty children. The school or college atmosphere appears ideal for growing children. But young children can be a menace to young trees (and sometimes large trees), shrubs, flower beds, pleasant paths, and lawns in general. Although there may be nothing so thrilling to young faculty offspring as a rousing game of cowboys and Indians midst the school shrubbery, this activity is likely to meet with less than enthusiasm from the jaundiced point of view of the business officer!

At Taft, we achieved a 90 per cent improvement in this area by establishing a playground for faculty children and supplying it with major playground equipment. Over a period of several years, the school purchased a jungle gym, a merry-go-round and see-saws, and built sandboxes and a permanent cement wading pool. Our faculty has a voluntary association which assesses dues for the purpose



Faculty wife entertaining boys in her home for coffee.

of maintaining the equipment the school has provided. (We feel that this semipartnership has helped to keep a measure of independence alive in the minds of the participants.) Benches have been provided for faculty wives, and the grounds crew keeps the area mowed.

This playground has been so successful in keeping faculty children happy and active in a mutually satisfactory location that several schools that learned of our success have since established playgrounds of this type. Obviously, it results in one less possibility of wear and tear between the business office and the faculty wife.

Children Use Hockey Rink

In the wintertime, we also make our covered artificial hockey rink available to faculty families for skating parties for their children. During the Christmas vacation, the rink is open to faculty children every morning.

If your institution is in the intriguing business of providing food for any purpose that involves the faculty wife, you know full well the endless corridors of delight through which you can wander.

At Taft, we have established some fairly rigid rules regarding the general problem of meals and food. Although we theoretically abhor the

dogmatic approach, in this area we have long felt that there is no other answer.

Granted, it is difficult for faculty wives to understand why the school or college cannot set up a commissary kind of situation where they could all buy food at the school's quantity prices. There is apparently little use in trying to explain that milk is cheaper in 10 gallon containers but that their refrigerator is too small even if their family is not. The next question will be almost automatically why the school cannot pour quantity purchased milk into quart containers! Or why the school cannot carve pork roasts into pork chops for all size orders!

Any attempt to explain carefully and logically what costs are and why the school could *not* do all of this processing, record keeping, and servicing without charging extra will be, in my opinion, a complete waste of time. Even if you succeed in clarifying the problem, the response can well be that it should be worth it to the school to keep the faculty happy! I know many of you have decided as we did, long ago, that it is simpler, quicker and more appreciated in the long run by the faculty wife to put any extra dollars into faculty salaries than to set up another service situation! But the ques-

tion will continue to pop up occasionally!

We do, wherever possible, endeavor to obtain discount prices for faculty with local merchants and stores, but leave all business dealings to be handled directly by the merchant and the faculty member concerned.

Much has been written about the financial sacrifice the faculty wife must sometimes make without receiving the intangible values her husband may be receiving through his teaching experience. The corollary to this statement may be something in the difficult-to-measure area of happiness. Are faculty wives happier on the average than their counterparts in the business world? At the risk of being crucified by a generalization, I will state that I believe they are.

Aside from the very real values of being involved with a field of primary importance such as education, they also have the advantage of an integrated family existence. Faculty wives, because they participate actively in the school or college community, work with their husbands in a close career partnership. Faculty offspring also are more inclined to understand the nature of their father's occupation and to feel a part of it. Faculty children attending athletic contests and school dramatic productions grow to be partisans for the school or college and identify themselves with the family career.

Likened to Farm Family

The result is close to the rural farm family unity frequently referred to as ideal by the social scientist. It is surely a far cry from the commuting businessman who disappears daily into the maw of the city to return (from that vague and mysterious entity known as "the office") after nightfall, jaded and irritable. Statistics show that there are fewer divorces among families whose work lies within the educational field.

If there are any faculty wives reading this article, I hope they will accept my apologies, if they feel any are necessary, for some of the comments I have made. I believe it is obvious that I speak with sympathy and appreciation for the difficult and important role that they are asked to play. After all, I'm married to one myself! ■

W. K. PIERPONT

Vice President, University of Michigan, Ann Arbor

A sense of proportion is needed on

Our Tuition and Fee Charges

PEOPLE everywhere are talking about student tuition and fees. These people include parents, taxpayers, alumni, legislators, college and university staff members, businessmen and newspaper and magazine editors. This is a healthy thing. With so much interest being expressed on the subject, it is timely to consider various aspects of these charges. Let us look at some of them now.

Private and public institutions. If too much attention were paid to tuition and fees from the point of view of a distinction between privately supported and publicly supported institutions, one might refer to this as private *versus* public. Some have already gone too far in proclaiming policies that tend to set apart these two groups into rival camps. It appears to me that both private and public institutions operate under the same basic philosophy toward tuition and fees—to keep these charges to students as low as possible consistent with a reasonable attempt to accomplish the educational objectives of the institutions for the public good.

There is nothing new in this attitude. Beginning in colonial times, there has been an underlying social expression of the need for higher education and of the willingness of public bodies to support so-called private endeavors in education at all levels. The statement of policy of the National Association of State Universities, dated May 7, 1956, on the role of the state universities quoted the Massachusetts constitution of 1780 as follows:

"Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being neces-

sary for the preservation of their rights and liberties and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of Legislatures and Magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and

Photo courtesy of Knox College



We should provide opportunity for all those who qualify without undue burden on the individual student, now or in the future, or on the public, now or sometime in the future.

the sciences, and all seminaries of them, especially the University at Cambridge, public schools, and grammar-schools in the towns; to encourage private societies and public institutions, (by) rewards and immu-

nities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and the natural history of the country"

Down through the decades since 1780, public support of "private" colleges and universities has taken many forms and has been accomplished in a variety of ways. Commonest of these forms is the exemption from taxes—local, state and federal—which now has become a significant way by which the public furthers higher education with tuition and fee charges to students at a level that otherwise would be higher. Seeking these exemptions, the latest being the federal excise tax exemption effective Jan. 1, 1959, the private colleges and universities have argued that this is one more way in which their costs might be lowered, their financial problems made less pressing, and costs to students kept at a lower level.

Reasons Behind Efforts

If there is any other philosophy of both privately supported and publicly supported institutions toward tuition and fees than one of keeping them as low as possible, one must inquire as to the reasons behind the great efforts made by institutions and their alumni to enlarge their endowment funds, to increase the amounts received from annual giving programs, to seek more support from state legislative bodies, to obtain tax exemptions and other forms of aid from the federal government—in other words, to put forth every effort to increase as much as possible the income level from all sources other than tuition and fees.

Nothing is gained by overemphasizing the private-public nature of an educational institution in considering tuition and fee levels. As a matter of fact, private institutions, so called, are publicly supported to a far larger extent than is generally supposed. One wonders into which classification the California Institute of Technology fits when the annual report for 1957-58 shows the federal government as the source for more than three-fourths of the income of the institution. And public institutions have long been the willing recipient of private sources of support. Witness, for example, the continued growth of the endowment funds of the University of California and the University of Michigan.

At both types of institutions student fees have been raised in the last two decades in varying amounts and percentages on the 1939-40 base. In some cases, fees at publicly supported institutions have been raised to a greater extent than at private colleges; in other cases, the reverse is true. As long as we maintain a diverse system of higher education with many sources of support, with many kinds of institutions, with many different levels of educational programs, we will have many different relationships among institutions with respect to tuition and fees. The facts show that these charges have been increasing persistently and significantly in the last 50 years at all kinds of institutions and probably will continue to do so for the next decade or two.

Recovery of cost. In recent years, a concept of "full recovery" of the costs of education has been set forth as a possible basis for establishing tuition and fee charges to students. Although never very well defined, this idea essentially was one of bringing to higher education a principle of the market place: The price charged for a product should cover the cost of the product. Within the framework of the concept, provision was generally made for a large scholarship and student aid program to minimize the economic restrictions on admission to college.

Break With Heritage of Past

Lately, however, and on second thought, the concept of full recovery has been modified considerably, if not even dropped completely. Cost has been defined as not including capital costs for buildings and equipment, only operating costs currently incurred. The troublesome reconciliation of fund raising drives for endowment income and for current gifts and grants with a full-recovery concept has been recognized. And the sharp break with the heritage of the past, in which higher education has been considered as a proper recipient of direct public support, created serious concern.

On the other hand, virtually all institutions of higher education, both private and public, have had, almost since their first existence, a schedule of charges to students labeled tuition or fees, or a combination of both. In some cases, to be sure, these charges were minor in amount and for specific

items of educational cost, such as a laboratory fee, or a library fee, or a matriculation fee. Without further comment, then, we should recognize that tuition and fee charges in the past and at present have been set at neither a zero level nor a full recovery of cost level.

It is well to point out here that cost does, however, have an influence on tuition and fee charges. In medical education programs, which are known to cost more than some other programs, the tuition charge is higher than other program charges. Similarly, higher tuition charges exist for dental schools, some engineering programs, and other specialized areas in which the direct costs incurred bulk larger than in the more common liberal arts undergraduate programs. Further, it may be noted that the colleges and universities with the highest level of faculty salaries (consequently higher costs) also have the highest level of tuition charges.

Question One of Proportion

The question, therefore, is one of proportion: What part of the cost of operating an institution of higher education should be borne by direct payments to the institution from students while they are currently in attendance?

Total costs of attendance. In any discussion of tuition and fee charges, it should be recognized that these costs are only a part of the total cost to a student of attending college. The total cost, in any given instance, depends on a number of circumstances, but the elements of major concern, in addition to tuition charges, are board and room costs, transportation, books and supplies, and clothing. In our concern for tuition and fee levels we must not overlook these other costs, which in many cases are much more significant as a financial problem of higher education than are tuition charges.

Nowhere near so much interest has been generated concerning these other costs as has been the case with tuition and fees. But to the student and his parents when they are arranging a financial program for college attendance, these other costs must be given consideration. In the privately supported institutions, non-tuition costs may approximate or exceed slightly the tuition and fee

charges so that a 10 per cent increase in tuition and fees would create a 5 per cent increase in total cost. In the publicly supported institutions, the nontuition charges may amount to more than three-fourths, or 80 per cent of the total cost (in-state students attending college away from home), so that a 10 per cent increase in tuition and fees would create only a 2 to 3 per cent increase in total cost.

Of serious significance, therefore, in considering tuition and fee charges is the total financial problem facing a student who seeks higher education, and the level and trends of nontuition costs.

Social and private interests. The desirability of creating and continuing to develop institutions of all kinds for higher education in all of its many ramifications from the point of view of social need and social responsibility has been treated extensively by many writers and speakers. It will be taken for granted here.

Individual's Point of View

In looking at higher education from the point of view of the individual, it should be recognized that social and private interests are often compatible rather than necessarily competitive. The former methods of apprenticeship by which society obtained lawyers, nurses, architects, businessmen and other vocationally trained citizens acting in their own behalf has been replaced by the vocational schools and by colleges of the universities. If these vocational programs are to have the benefit of public support, they should be, and in fact are, operated in the public or social interest.

The point is made, however, that those in our society who have the benefit of a college education are able to earn more income than those who have not had this benefit. Therefore, these individuals should pay more for this opportunity in the form of higher tuition and fees, with a lesser burden falling on the other sources of income of a charitable or public nature. The concept of future earning power to justify higher tuition charges has merit and is already operative. The schedule of charges for medical, law, engineering and other professional programs of study demonstrates this in higher tuition.

The rapid increase, in recent years, in the use of student loan funds and in the plans of banks and other financial institutions to provide funds to be repaid out of future earnings indicates that many students in all kinds of college programs are willing to pledge future earning power to repay college incurred debts. No doubt, the creation of savings before college and the repayment of loans after college will remain an important part of college financial programs and can be based on the earning power of the individual parent or student. But the idea should not be carried to extremes simply because the interests of society are promoted by, and in fact demand, a sufficient quantity and quality of skilled professional abilities.

Admission policies and fiscal policies. Admission policies generally establish two kinds of selection for admittance to a college or university: scholastic and economic. A student does not enroll in an institution of higher education until he or she meets the scholastic requirements and can cover the tuition charges and other costs assessed by the institution. The attitudes and decisions brought to bear on the question of tuition and fee charges will, therefore, influence the admission policies of the college.

Adequacy of Student Aid

The discussion then moves rapidly to the adequacy of scholarship funds, student employment aids, or loan funds. To be concerned about such financial aids to students raises precisely the point of concern that economic restrictions should be minimized to the full extent possible for those students who qualify scholastically.

Conversely, since every student admitted to any institution of higher education is subsidized in one way or another, admission policies affect fiscal policies. It should be a matter of grave concern that the admission of students will not, in any given instance, create such a serious fiscal problem that lower quality is the only salvation from bankruptcy.

Given certain qualitative standards established by an institution, it is easy, therefore, with an adequate supply of students scholastically qualified to meet those standards, and with long-felt and urgent needs to

raise funds for higher salaries and new equipment, to look to a most immediate source of additional funds to maintain the qualitative standards and fiscal solvency of the institution. In this backhanded manner, it is easy to come to a rapid increase in tuition and fees, and then, on second thought, become concerned about scholarships, student aid, and other ways to offset higher tuition charges.

Sources of Additional Funds

Tuition and fee income, private gifts and grants, state support, and federal support, all are possible sources of additional funds to carry on the program of higher education. In fact, all of these sources must provide more funds in the future if higher education is to continue to carry its proper load. Constant efforts must be made to give full consideration to the effects on society and on individuals from movements within the present framework of financial support of higher education.

Summary. In considering the level of tuition and fee charges at institutions of higher education, a sense of proportion is needed. These charges will reflect at a given time a number of important factors, all brought to bear at a single point. These factors should properly include such matters as program costs, future earning power, institutional objectives, social interest and need, income levels of economic groups, financial resources, and others. And the relative weight each one of these factors has in a given instance will vary among institutions, among the states, between the federal government and state governments, between individual and public support. Tuition and fee charges may, and probably will, rise during the next decade or two, but so must all other sources of income to institutions of higher education.

We should recognize that the present combination of public and private support has developed an outstanding system of higher education, for the benefit of both our society and millions of individuals in the society. Our efforts should be concentrated on improving still further the quality of this system and the availability of opportunities for all who qualify, without an undue burden on the individual, now or in the future, or on the public, now or in the future. ■

Handling the Funds of Student Organizations

ARTHUR DAVENPORT

Director of Student Activities, Amherst College, Amherst, Mass.



WITHOUT guidance, students with the best of intentions go through cycles of all sorts of difficulties in their attempts to handle the finances of the student organization with which they are connected. Laxity, extravagance, the temptation for dishonesty, and the lack of continuity eventually will lead to chaos unless some control exists.

Best To Have Two Advisers

The question often is asked as to whether it is preferable to have a faculty adviser or a financial adviser. There is nothing incompatible if an

organization wishes to have both. The faculty adviser may be most helpful as a specialist in the field of the organization, but he usually lacks the time or the specialized knowledge to give financial leadership. The financial director, on the other hand, may avoid matters of policy, if he wishes, but as a specialist in his field he can give proper guidance to the organization finances.

System Started 25 Years Ago

Two events took place at Amherst College about 25 years ago that led eventually to our present system. In the first place, the athletic accounts were taken onto the college books as part of the department of physical

education and the theatrical group was merged into the department of dramatics, thus eliminating these two large organizations from the category of student organizations. Second, we began what may well be the earliest student activity fee by charging all students on the college bill for subscriptions to the student publications.

Period of Transition

From that date until 1950, we went through a period of transition as the student organizations came more and more under a seeming supervision, even though that supervision was actually only by innuendo. Because the fraternity business management office helped some organizations with problems and business contracts and audited books when asked, that office appeared to be responsible for the student activities, but in reality, no real control existed.

Seven small organizations carried agency accounts on the college books, which provided some security but contained authority only by inference. The yearbook, magazine, radio station, and newspaper operated their own bank accounts, but used the auditing services of the fraternity business management office. All organizations receiving funds from the now much broadened student assessment had an essential responsibility to the student council, but the Outing Club, prom committee, and the like could still operate in a world of their own.

During this period of supervision by inference, a problem always arose when an organization needed funds in advance of revenue. As an example, the prom committee annually needed an advance to conclude its contract

From a paper presented at the Eastern Association of College and University Business Officers Workshop, 1959.

with the orchestra and, in such instances, there was always a great scramble to locate a source from which the funds could be borrowed.

These and other factors led to the belief that a consolidated account of all the organizations would have the advantages of control and centralization and that a unification of the funds would produce a sufficient bank balance to meet the periodic peak requirements and avoid monthly bank charges.

Some of the organizations had been obtaining auditing service and informal advice from the fraternity business manager's office, so it was natural that the centralization of the student activity functions should be added to the duties of that office, of which I was head. Accordingly, on June 30, 1950, our office became the depository for all student organization funds then in the possession of the college.

An enlarged supervisory service was offered to all other organizations and subsequently I was given the title of director of student organizations. A new unified central bank account was established under the name of the Student Organizations of Amherst College with checks, voucher forms, and the like being patterned after the college counterparts.

Designs Simple System

A matter of prime concern was to make the bookkeeping so simple and easy that it could be handled without a huge staff. The late Herbert Johnson, then controller of the college, designed such a system.

Two sheets of paper are used. The bottom sheet is a standard 9 by 11 $\frac{1}{2}$ and the columns on it, from left to right, are date, reference, check number, payee or payor, item, and then three columns — receipts, paid and organization balance, a little column for the code letter of the organization, and a final column general balance. The other sheet is identical except that the last column, general balance, has been cut off; in use this sheet is laid on a pegboard over the control sheet and an entry is carbonized through the organization sheet to the general control sheet.

The same sheet is used both for receipts and disbursements. The running balance for each organization appears on its own sheet and the general balance of consolidated funds appears

THE STUDENT ORGANIZATIONS OF AMHERST COLLEGE

1958-59

REGULAR OPERATING ACCOUNTS

The AMHERST STUDENT, the news-

paper
Band
Crew
Debate Council
College Hall Committee
Freshman Glee Club
Glee Club
H. M. C. Fine Account
Class of 1962
Class of 1959
Class of 1960
Class of 1961
Chest Fund
Sailing Club
OLIO, the yearbook
Spring Prom
Amherst Literary Magazine
Radio Station WAMF
Student Council

Tutorial System
The Lord Jeff Club
Class of 1957
The AMHERST REVIEW, a magazine
Band Special
Geology Club
Outing Club
SABRINA, a magazine

SPECIAL ACCOUNTS

OLIO Reserve Account
SABRINA Reserve Account
STUDENT Sinking Fund
Rowing Assoc. Reserve Fund
Glee Club Reserve Account

on the control sheet. It is a simple matter to prove the balance by adding up the last balance on each of the organization sheets. This system has been operating for eight years and has not proved troublesome in any way. If an officer of an organization wants to see his account we can show him the sheet covering all recent transactions from which he can copy any needed information or, if he desires, it is a simple matter to make a photocopy.

In this way we can keep a running account for each organization at the same time that we keep a record of the central bank account. We make disbursements on the basis of vouchers presented to us by officers of each organization. Checks are made up and entered and the entry indicated on the sheets by a secretary in the student activities office, and the checks are signed by either the treasurer or the controller of the college.

System Not Burden

There is no particularly good reason why the director should not sign the checks except that we believe there is some virtue in slowing down the procedure of obtaining a check as one means of making the students plan in advance. At the present time, 27 organizations are using the service to the extent of operating 32 accounts. The efficiency of the system is such that at no time does it become a clerical burden in the student activities office, and the controller's office re-

ports that the added check signing is an insignificant burden.

At Amherst the newspaper, yearbook and radio station receive their student assessment funds in lump sums through the central account but maintain their own books, which are subsequently audited. All other organizations operate directly out of the account as described previously. The transactions of the central account are audited each year as a regular part of the annual audit of the college books.

Much greater control exists through accounting procedures than is apparent on the surface. Our system, therefore, gives us fine general supervision over organization activities as a by-product. Furthermore, we seem to need no iron-clad rule that organizations must use the service. However, it is to their advantage to do so because of the security and efficiency available, and it is quite likely that our student council, from which these organizations receive their subsidy, would insist that use of the service be a prerequisite to receiving that subsidy.

In the first year of operation we ended the fiscal year with residue balances on deposit belonging to 15 organizations in the amount of \$3600. Last year the residue amounted to \$9600, belonging to 24 organizations, in addition to which \$5700 in special reserve funds was on deposit with us.

The students regard the system as one of long-standing tradition. We would be the last to dispute it. ■

Residence Hall and Student Center

STAN HOW

Designer in Charge, Leo A. Daly Company, Omaha



Above: Entrance to Student Center. The COVER PICTURE shows the Residence Hall and new Student Center.

THE first phase of Creighton University's master plan for campus improvement—Deglman Hall and a new Student Center—has been completed at a total cost of \$1.2 million. Leo A. Daly Company, Omaha, was the architect.

To complete the project, a second men's dormitory, a women's dormitory, library, little theater, science

building, and a business administration building will be constructed in the near future.

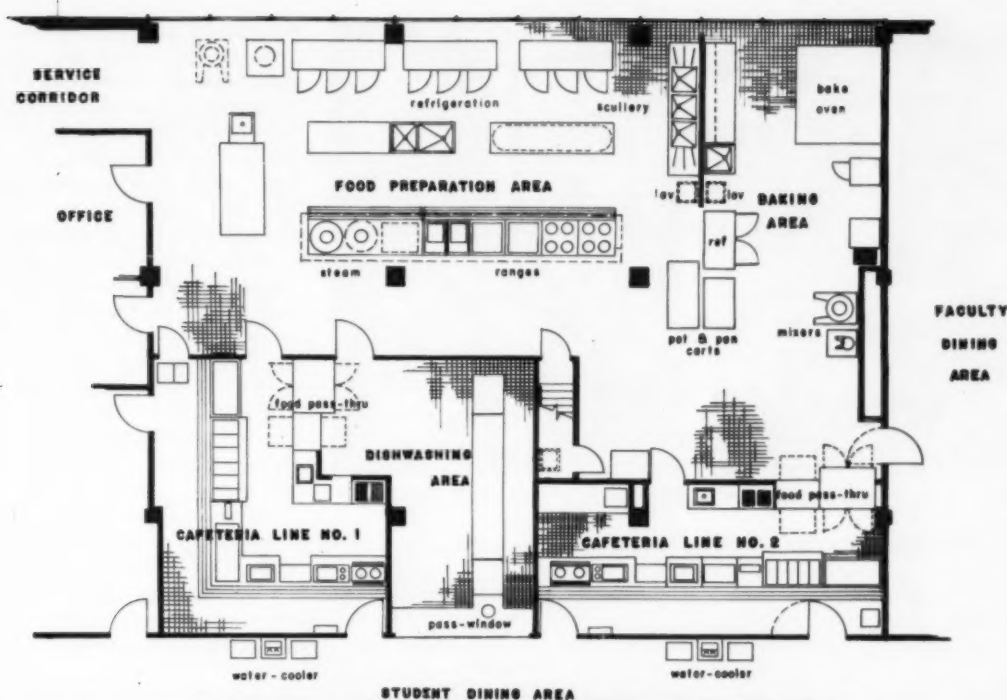
The new men's dormitory was named for the late Rev. Francis G. Deglman, S.J., student counselor. It is made of an extremely hard light gray brick; this brick, obtained at Kittanning, Pa., has less than 1 per cent moisture absorption.

Although the hall is five stories high, it is not so tall as the older four-story Administration Building. Part of the 12 foot reduction in over-all height is effected by using the underside of concrete slab floors as ceilings for the rooms beneath. A coating of scratch plaster has been applied.

The residence hall, 165 by 37 feet, is supported on a basement floor 18

Glass and tile mosaic murals on far left wall of cafeteria depict the story of the university's founders.





Section of first floor plan showing kitchen area.



Open kitchen has stainless steel equipment, gas ranges, and a revolving oven.

inches thick, which forms a floating foundation. This type of construction was used because of the unequal soil bearing capacities of the site.

Students moved into the new buildings less than a year after President Carl M. Reinert, S.J., turned the first shovel of dirt. Reusable forms played an important part in this accelerated construction. As each floor of the dormitory was completed, the forms used for the reinforced concrete were sim-

ply moved to the next floor. The brick walls are supported by these concrete slabs, consequently much of the brick-laying could be done from inside the building. This eliminated a large amount of scaffolding.

The building, which contains 36,000 square feet of space, houses 196 men in double rooms. A proctor's office and bedroom are on the first and fourth floors. A typical student room contains a built-in desk, wardrobe

closet and bookshelves, a hollywood twin-size bed, and a molded plywood armchair.

Each room has side walls and asphalt floor of light gray. Window walls are painted vivid red, turquoise, gold or blue, and heavy-textured draperies match these feature walls. All room colors repeat vertically. Door and window trim is in charcoal with the wardrobes and doors in natural light oak. Interior partitions between rooms



Two views of a residence hall room showing built-in closet and desk.

in the dormitory are 1½ inch asbestos cement walls.

Toilets, showers, elevator and stairway are grouped to form a core along the east side of the building near the center.

Copper heating pipes were used throughout the two buildings to avoid costly maintenance problems. These pipes are concealed by metal covers, so, if they must be reached, it is not necessary to destroy walls. Hot water heat is used for the dormitory to provide even temperatures for student comfort. The heat is supplied by special risers, running vertically along the windows.

A glass connecting link between residence hall and student center permits students who take their meals in the Student Center cafeteria to pass

from one building to the other under cover.

Eventually the old residence hall on the west of the Student Center will be torn down, and a matching dormitory tower will be built on that site to form a U-shaped building.

The Student Center has 27,000 square feet of floor space. From a large lobby near the entrance a small flight of stairs leads into the main dining room and the faculty dining room. The main dining room is 80 by 80 feet, entirely free of columns, with glass walls on two sides. It has a capacity of 400. The north side overlooks a sunken garden and a courtyard between the old dormitory and the new one.

The Student Center has one of the best equipped gas kitchens in the Middle West. Stainless steel was used

throughout, from the large revolving oven to the completely automatic flight type of dishwasher. The main kitchen has two serving lines with the option of operating one line or both.

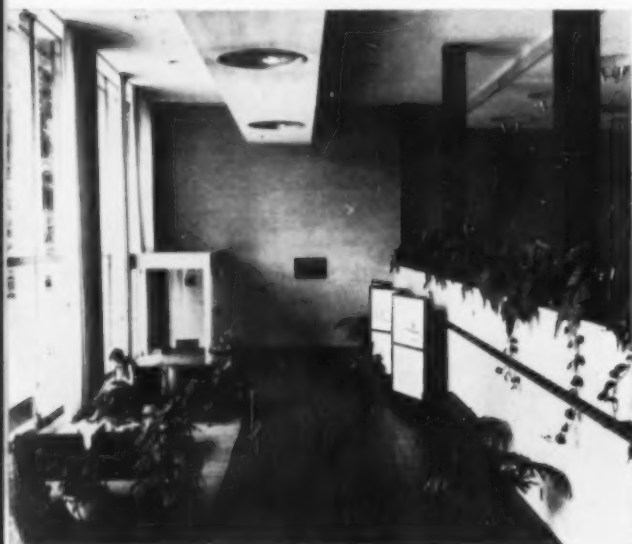
The lounge, located on the lowest level, comfortably handles 160 students. It and the snack bar, which will seat 140 in booths, open into the sunken garden on the north. Economy demanded that the basement be a much used part of the building so we designed a sunken court between buildings to take away the illusion of cellar dwelling. This court, plus full length windows, makes the ground floor lounge one of the most attractive student living areas in any university we have visited.

The window walls were specially designed by the architect. Their height in the Student Center varies from 19 to 29 feet. This great height was achieved by use of 6 inch deep steel 11 gauge posts, which are anchored at the floor and roof construction. All glass in the window wall is fixed ¾ inch plate, with large size porcelain enameled panels between the glass. These panels were made of porcelain enameled steel exterior with painted sheet metal interior surface with insulation between, to form 2 inch sandwich panels.

Wooden accordion doors have been installed in the main lounge to divide off the two areas for small meeting rooms. In addition the building has a lounge and a dining room for faculty and staff, plus an office for the dean of men. The center is fully equipped to offer everything from a malt and sandwich to a full banquet and a dance.

The air circulating system is interesting. No opening windows are needed because the building has been properly zoned and thermostated to maintain a constantly comfortable temperature. The equipment controls circulation perfectly whether only a few students are holding a bull session or an all-university dance is being held. Heating also is achieved through the air conditioning ducts, located in the ceiling.

The final touch in interior decoration is the west wall of the Center. Glass and tile mosaics attached to the exposed brick wall relate the story of the university's founders, Edward and John Creighton. The murals are the work of Bill Hammon. ■



Lobby of new student center. Beyond planter wall is a small flight of stairs leading to main dining room.

On-Campus Parking Means Registration, Fees and Some Type of Control

HARVEY BURSTEIN

Security Officer, Massachusetts Institute of Technology, Cambridge

**No parking plan
can be effective without
the complete support
of the administration
and the cooperation
of the academic community**

THE three basic areas involved in establishing a parking program are registrations, fees and controls. No matter how much space the university or college may designate for parking, failure to administer the program fairly and objectively through the use of adequate controls will only result in confusion, bad feelings, and unlimited criticism.

Initially, let us consider the question of registration as it applies to the student body and other members of the academic community.

Ways of curtailing the use of automobiles by students are various. The administration can prohibit freshmen and sophomores, for example, from bringing automobiles to school. To achieve maximum effectiveness, the notice of such prohibition must be directed to parents, not to students. The prohibition itself should be categorized by classes only and not on the basis of residence hall students *versus* fraternity or commuting students.

Another way to curtail student use of automobiles is to require students to (1) carry certain minimum standards of liability insurance, (2) show proof thereof to the school when registering the car, and (3) make adequate arrangements for garaging.

Application of these requirements, of course, does not necessarily preclude the adoption of other restrictions by the administration.

Either or both of these curbs is related directly to the matter of automobile registration whether it is voluntary or compulsory, with or without a fee. Registration alone will not prevent or materially alter the degree of use of automobiles by members of the student body. The student frequently considers his having a car to be a right rather than a privilege, and any effort to curtail his enjoyment of his right constitutes a challenge to his ingenuity. He will seek out ways to circumvent established procedures.

The compulsory registration of student automobiles is not completely satisfactory. It is impossible to guarantee 100 per cent registration. It is not uncommon for a student who has registered his car once to ignore rules that may require reregistration at later intervals. This is true primarily when his license plates have been changed and he obtains a completely new number.

On the other hand, the office responsible for handling the parking program must do a real selling job in order to obtain a maximum number of voluntary registrations. The goal will not be reached overnight. However, once student cooperation has been gained, the total number of automobiles registered voluntarily may approximate the number obtained under a program of compulsory registration.

Fees for automobile registration cannot be applied to the voluntary program. To attempt to do so obviously would result in no registra-

From a paper presented at the Eastern Association of College and University Business Officers Workshop, New York City, 1959.

tions. Fees can be used to advantage where compulsory registration is the rule. In this case it will not have any measured effect upon the total number of automobiles registered, but it will be helpful in other respects. First, it may be another factor in reducing, albeit slightly, the number of automobiles brought to school by students. Second, the money derived from a registration fee can and should be used to compensate for the administration of the parking program.

Fees for the registration of automobiles should not be confused in any way with the question of fees for the use of parking facilities.

Regardless of registration of student automobiles, however, the need for the controls essential to the maintenance of order in the existing facilities makes it imperative that all persons who are to be permitted to park on the campus, regardless of rank or status, register their cars with the appropriate office. This rule must apply to the entire school community.

Registration for persons authorized to park should be accomplished at the beginning of each academic year, and persons who subsequently receive authorization should be required to register then. There also should be a means whereby new license plate numbers, obtained by persons authorized to park, can be registered once the new numbers have been received.

Assists in Other Ways

In addition to its role in the campus enforcement picture, registration frequently can be of invaluable assistance to both university and local authorities in matters involving missing persons, stolen automobiles, hit-and-run cases, and other situations of the police type.

Space available for on-campus parking is limited. If a university or college expands, it not only adds to the size of its population but it invariably adds to the size of its physical plant, which means a loss of existing parking space. This can produce a fairly critical situation.

In view of this, institutions can elect to pursue one of three courses: (1) They can solve their parking problems by ignoring them, a policy followed by some of the more heavily populated schools that provide only a semblance of parking space. Schools in this category not only create an additional traffic problem for the local po-

lice but they risk jeopardizing established relations with their immediate neighbors. (2) They can adopt the attitude that prevails in many industries and businesses, namely, that employees make their own arrangements for transportation and parking. This attitude seems to have only a minimal effect upon the academic community. (3) Do the best job possible with the facilities available.

Any effort to pursue the last named course requires that serious consideration be given to the possibility of charging a fee for the use of school parking lots. Limited facilities should make parking a privilege rather than a right.

The adoption of a system of parking fees can be made to serve a dual purpose. A fee system may serve as something of a deterrent for the person who drives for reasons other than necessity. It also can provide a source of income to be used for administering the parking program and expanding the existing facilities either through construction or the acquisition of additional land. A relatively recent poll taken among 24 representative universities and colleges indicates that 17 have a system of parking fees for staff personnel while 19 have a charge for student parking.

In considering the parking fee system, certain questions arise immediately. Against whom is a fee levied? How much should it be? On what basis should it be assessed? Who handles collections? Is the ability to pay a fee the only criterion to be used in authorizing the use of on-campus parking facilities?

The most equitable approach to the question of parking fees would require payment by everyone authorized to use the space available. Relatively few people will register any strong objections to a fee if they can be assured of space. However, there still must be some restrictions as to the specific persons to whom authorization will be granted. Willingness and/or ability to pay a fee cannot be the only criterion for granting the privilege.

The amount of the fee is a delicate issue. Each university or college, knowing its own pay scale and the general composition of the community, can best determine the amount. While some schools charge students a lower rate, the localized approach should be taken in resolving the question as to

whether the same fees should be levied against all of the persons in the various categories involved.

These institutions that have initiated a fee system have no uniform basis of assessment. Some base their fees upon the term or semester; others follow the academic year, and still others follow the calendar year. Some even have a daily fee.

Practicality would seem to indicate something of a consolidation of ideas. The maximum amount of space should be charged for on the basis of the calendar year, if there is a summer session. Otherwise it should be based upon the academic year. When the basis is the calendar year, the next largest percentage of space should be charged for on the basis of the academic year with an equal amount for each of two terms, and a somewhat reduced rate for the summer session. In such cases, however, the total figure should equal the total amount paid by persons paying on the basis of the calendar year. In addition, some provision should be made for those people who drive only occasionally. They should be charged a daily rate.

Collecting Fees

The manner in which fees are collected should be uncomplicated. Those staff members paying by the calendar year should be permitted to do so through payroll deductions. The same method of collection might be used for those paying on the basis of the academic year, or they might be asked to pay for the full term at the time that their applications are approved. Daily collections can be handled by setting aside a number of metered spaces.

Any attempt to enforce controls that are not well defined or that are unsupported by a firm administrative policy is completely impractical and creates additional problems. Controls and enforcement are inseparable.

Controls fall into two principal categories: (1) those used to determine the persons to whom parking privileges will be extended, and (2) those used to restrict the use of existing parking facilities to authorized personnel only.

In the first of these two categories the controls must be based upon a policy promulgated by the university or college administration. Frequently, this can be accomplished through the

use of a committee composed of representatives of the faculty, personnel office, administration, student body, physical plant, and planning office. The person responsible for administering the parking program also should be included.

Such a committee should consider the matter of fees. It also should decide how the existing space is to be allocated, and who is to make the final selection of the persons to whom authorization will be given. Will space be allocated to departments on the basis of a percentage of total personnel? If so, will the percentage be the same for all departments? Who will determine the specific parking areas to which persons will be assigned? Will the committee or each individual department establish the criteria used for selecting specific individuals to whom parking privileges will be extended? What action should be taken against individuals who ignore or violate established parking regulations? By whom should such action be taken? What about the overassignment of space?

Each of these questions should be subject to consideration by a committee, at least until policy has been established. These questions also relate directly to the matter of controls and must be answered at the outset for an effective program.

Quota System Equitable

As a general rule, the quota system is about as equitable as any, and equal percentages for all departments are fairly acceptable. However, if the population of the university or college increases, without any increase in parking facilities, percentages obviously must be reduced.

When the quota system is used, a minimum standard should be established as a guide to all departments in helping them select the persons for whom parking will be authorized. Within this framework the individual departments should be permitted to make the final selection. If practicable, they also should be given a quota consisting of the number of spaces available to them in the various on-campus parking lots; here again, the final assignment may be made a part of the department's responsibility.

People who ignore or violate established regulations cannot be permitted to go unchallenged. Overlooking a vio-

lation for one person only serves to encourage another to do the same thing. This results in the additional loss of valuable space, causes confusion, and may develop into a serious safety hazard. The office responsible for supervising the parking program should be authorized to initiate appropriate action in all such cases. As with the amount of parking fees, however, the "appropriate action" should be considered primarily as a local matter.

Overassignment of existing space is a common and accepted practice, but one in which the factor will vary. When no parking fees are involved, there can be a more generous approach; however, when fees are paid, those paying definitely are entitled to space and the overassignment factor must be reduced considerably to avoid the overloading of parking lots.

A university or college that is victimized by one or more heavy snowfalls each winter must reduce its overassignment factor to an even greater extent since a snowfall that barely covers the ground immediately reduces the amount of space available. In addition, sound planning for any overassignment requires anticipation of the maximum number of vehicles that will need space at a given time on a given day.

The overassignment factor obviously must be taken into account when figuring and assigning quotas. Once the necessary determinations have been completed, however, the supervising office must hold the line. To some this attitude appears calloused. Yet a "be-kind" attitude vitiates all of the thought and effort that have gone into planning an effective parking program.

The controls needed to ensure that only authorized persons use the space available may vary. An identification system alone is inadequate. Automatic parking gates can be helpful, but they are not without their limitations. The most satisfactory solution seems to lie in the proper use of manpower.

A decal on a window or bumper, or even a metal plate attached to the license, will not prevent unauthorized persons from using a parking area unless there is something or someone to stop them from entering. Of the various forms of authorization, the metal plate basically is the more satisfactory. It is more expensive than the decal but

it is more permanent and much more difficult and expensive to duplicate, particularly if you are dealing with a rather ingenious student body.

Automatic parking gates are quite helpful in controlling access to relatively small parking lots where the size and number of cars that can be accommodated are limited. The cost of installing these gates is considerably less than would be the salary of a full-time officer. In addition, once the initial expenditure has been made, the cost of maintenance is relatively low. However, the astute person will find ways of circumventing these controls, and a certain amount of illegal or unauthorized parking still will occur even when gates are used unless the lots are policed regularly and properly.

Occasionally the suggestion is made that parking areas be supervised by attendants whose supervision would include the actual parking of automobiles. This would either require a fairly sizeable staff or else it would considerably hamper and delay the flow of traffic, both inbound and outbound. In addition, such a program raises some rather serious questions regarding the legal liability of the university or college in case an accident occurred while an automobile was being operated by one of these attendants.

Campus Police Force Best

The most effective and efficient supervision can be obtained by using a uniformed, well trained, and well organized campus police force. Traffic control basically is a law enforcement function, and a traffic division within the university or college police force is well worth considering.

The head of the school's protective services, be it a security force such as we have at M.I.T., a guard force, or a police force, also should be the person charged with the responsibility for planning, integrating and supervising the parking program. He should have the benefit of advice and counsel from a committee not unlike that to which we have referred previously, but he should be authorized to administer the total program. The uniformed campus police unit not only can discharge its responsibility by helping to control parking in a polite but firm manner, but also it can assume other duties and render additional incidental service to the members of the academic community. ■

What's involved in conducting a college self-study, Part 2

Effective Self-Study

JOHN FORBES

Assistant Secretary, North Central Association of Colleges and Secondary Schools

GENERALIZING from our experience with counseling institutions engaged in conducting comprehensive self-evaluation projects, we find at least nine discrete elements that are of fundamental importance in understanding genuine introspection.

These elements are: (1) demands for institutional change voiced by people who have a stake in the college; (2) authorization of formal self-study within the institution; (3) institutional problem solving to generate proposals for educational change; (4) study coordination to stimulate pro-

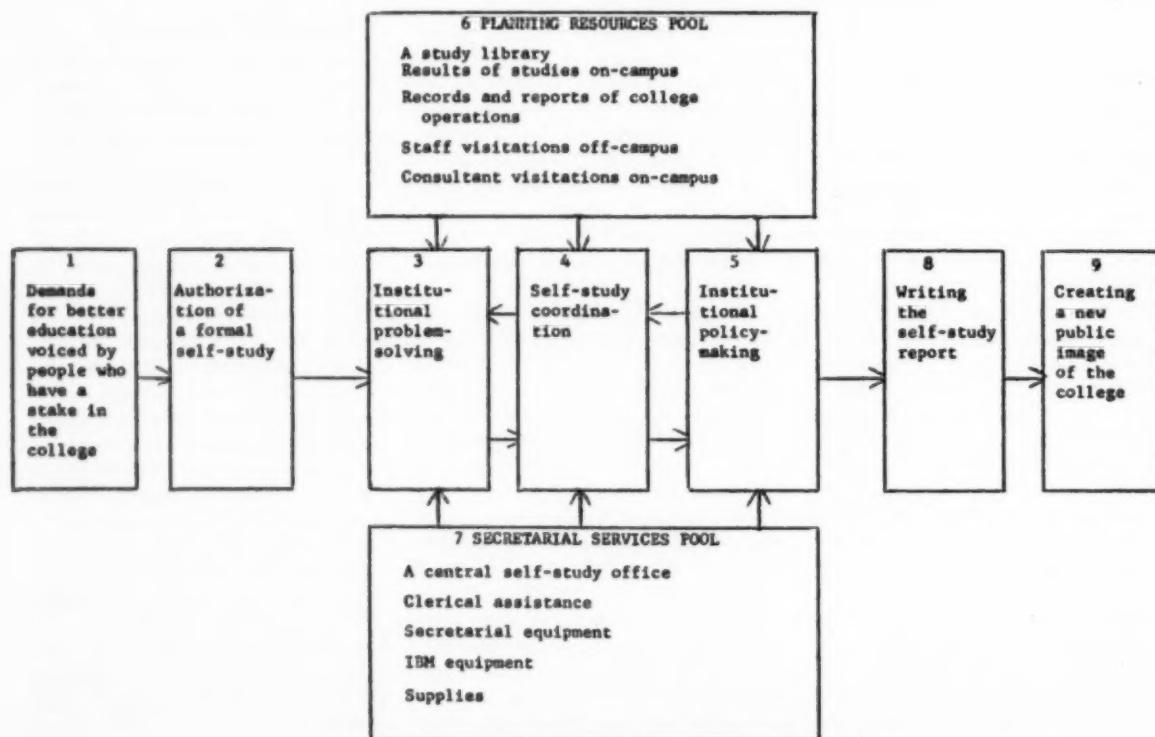
posals for institutional change, to direct these proposals to appropriate places for decisive action, and to resolve conflicts between problem solvers and policy makers; (5) institutional policy making to activate change; (6) utilization of a planning resources pool to enhance professional competence, creativity and invention through self-study; (7) utilization of a secretarial-services pool to minimize drudgery in self-study; (8) writing the self-study report; and (9) creating a new public image of the institution.

We think of elements 1 and 2 as

comprising the first phase of an evaluation venture, *preparing* for self-study. Elements 3 through 7 make up the second phase of the project, *conducting* the self-study. The third phase of effective introspection, *reporting* the results of self-study, includes elements 8 and 9. The elements of effective self-study are illustrated in the accompanying diagram to facilitate a clear discussion of them.

We should emphasize that all nine of these elements appear to be present and receive adequate treatment in an effective self-study. That is to say,

A PRELIMINARY FRAME OF REFERENCE FOR DISCUSSING COLLEGE SELF-STUDY



consideration of each of these items seems necessary if a college is to grow from within through genuine introspection. To avoid any possible misunderstanding here, remember that we conceive of institutional growth through self-evaluation in terms of increasing the social usefulness of an institution.

We do not conceive of college growth in terms of increasing the utility of a higher institution for a handful of individuals within it, but rather as an increase in utility for all of those who feel they have a stake in a college. We do not conceive of institutional growth through self-study in terms of defending and expanding obsolescent college programs. To the contrary, we are so defining growth as to exclude the maintenance of college programs that are unreasonably devoid of utility.

College growth in social usefulness should not be confused with growth in college size. Growth in college size, whether horizontal or vertical, is not necessarily related to growth in social usefulness. More than one institution in our region has cut back on the breadth and height of its programs after sincerely evaluating the utility of its total operation.

Preparing for Self-Study

Element 1. Demands for better education voiced by people who have a stake in the college. We have said that college self-study arises out of the pressures for change placed upon an institution by the people who feel they have a stake in it. Who are these people? The precise answer to this question probably depends upon the nature of a particular institution, its historical ties, and the scope and character of its operation. However, we can point to a number of significant human groups whose demands for better education inevitably alter the image of an institution to a greater or lesser degree.

Inside a college these groups include the faculty, student body, administrative officers, governing board, and various nonacademic personnel. Outside an institution of higher education there are parents, alumni, friends of the college, local citizens, local government, legal agencies of state and federal government, extralegal organizations operating in professional fields, in regions or at the na-

tional level, other schools, parent organizations such as a church, and other representatives from society-at-large, like equipment and supply manufacturers, outside auditors, architects, people who man mass communication media. Individuals from all of these groups who express their ideas about needed changes in higher education can be voicing demands for better education if a college chooses to listen to them.

Demands for better higher education can pertain to all of the line and staff functions carried on under the auspices of a college. A comprehensive self-study requirement imposed by a regional accrediting agency such as ours, for example, can be a demand for better education. Federal encouragement for new graduate programs in science can be a demand for better education. A faculty member's repeated request for a piece of laboratory apparatus can be a demand for better education. Adult enthusiasm for cultural enrichment programs can be a demand for better education. Parents' concern for discipline in residence housing can be a demand for better education. Even a maintenance engineer's request for new flues can be a demand for better education.

In this context better education refers to improving the effectiveness of the sum total of a college's operations for the satisfaction of all those persons who feel they have a stake in it, irrespective of the roles they play in relating to the institution.

We cannot say with certainty when comprehensive self-study will be undertaken on a particular campus. But we have observed that when the human demands upon an institution for better education become pervasive enough, or when demands for better education reach some unknown level of intensity, that college will embark on a comprehensive self-evaluation venture.

Element 2. Authorization of a formal self-study. We have yet to encounter an effective self-study that has been undertaken without proper formal authorization from within a college. Experience has shown that at least two groups of people must formally endorse a comprehensive self-evaluation venture if it is to be launched successfully. One of these groups is the governing board of the college; the other is the faculty.

Unless a college board is willing to sanction comprehensive institutional self-evaluation, it is highly unlikely that many proposals for educational advance that eventuate from study will be approved as operating college policy. By the same token, if a substantial majority of the faculty does not formally endorse the idea of embarking on a comprehensive self-study, the odds are that exciting proposals for educational advance will never arise from institutional introspection.

Sometimes it is necessary for a college to engage in many varied institutional studies over extended periods of time in order to demonstrate the need and value of total self-evaluation to its people. Many self-studies in North Central colleges have emerged just this way. Several institutions in the North Central region have spent as much time getting their people ready to study as they did in actually studying themselves. Even when the need for self-evaluation is so established, however, comprehensive study projects must be officially sanctioned by the governing board and by the faculty of an institution to offset the bleak possibility of their arriving still-born.

Conducting the Self-Study

Element 3. Institutional problem solving. The work of a formally authorized self-evaluation project begins with the identification of immediate and pressing problems that face a total college enterprise, and with proposals for the solution of them. There is little doubt in our minds that success in conducting this phase of self-study depends primarily upon the initiative and conscientiousness of the faculty.

When faculty people are problem solving successfully they seem to progress in this fashion. First, members of the staff go off to their various divisions and departments within the institution to ask themselves this question: What important problems currently face our institution?

Then the faculty comes together again to pool their problems. Next, staff members go back to their divisions and departments to ask themselves a second question: What are we doing now to solve our important problems?

The group subsequently comes together again to decide upon answers

How To Identify Pressing Problems Within a Division or Department

1. What important problems currently face our institution?
2. What are we doing now to solve our important problems?
3. Which problems are we solving adequately now?
4. Which problems require better solutions?
5. Of the problems that require better solutions, which can we easily find better solutions for?
6. Of the problems that require better solutions, which create conflicts among us as we try to solve them?
7. What kind of experimentation can we devise to find acceptable answers to some problems that pose conflicts?
8. What kind of plans can we devise to solve other problems that pose conflicts?
9. Who can help us find the best solutions to complicated problems?

to the questions that appear above. Admittedly, this is an oversimplified explanation of how a faculty comes to grips with its educational problems. In actual practice there are backtracking and repetition of effort when problem solvers strive to answer all nine of the foregoing questions. Abstracting from our experience, however, we are inclined to feel that questions such as these are implicit in the work of college people who come to grips with significant educational issues in a successful manner.

So far, we have discussed problem solving by people inside the institution. Many individuals outside an institution who have a stake in it also contribute in a crucial way to successful problem solving. For example, the data supplied in canvassing alumni, in follow-up studies of graduates, in opinionnaires of students and parents, in studies of success of graduates in adult occupations, and in testimonials from those who employ graduates can all provide information of strategic importance to the college faculty engaged in solving its educational problems. Others who play less prominent roles in college problem solving are administrative officers, the governing board, and nonacademic personnel.

Out of the identification of problems facing a college and efforts to solve them come explicit proposals for change. The proposals are passed on to a study-coordinating group, which routes them to the appropriate people for approval, rejection or revision.

Element 4. Self-study coordination.

One of the most interesting things we have observed in properly authorized self-studies is that when the faculty and other groups begin to inventory the pressing problems facing their institution, nearly everyone puts a high priority on the need for all-college study coordination. It seems to us that a coordinating body or council of some sort is about the only special organization required to conduct an effective self-evaluation project.

We are unable to specify how many people should serve on such a council, nor can we say with certainty whether these people should be appointed or elected in order to operate most effectively during introspection. We do believe, however, that it is important to have represented on the coordinating council the leadership from as many of the groups as possible who have a stake in the college. At the very least, these would include leaders from the governing board, administrative team, faculty, student body, nonacademic personnel, parents, alumni, friends, local citizens, parent organizations such as churches, and local government.

Judging from some rather unhappy experiences in the past, there are three things a coordinating council should do and one thing this group should not do in the course of conducting a college self-study.

One responsibility of study coordinators is to stimulate and assist problem solvers in constructing a comprehensive inventory of important

problems facing their college and in proposing solutions to them. When problem solvers ask, "What important problems face our institution?" and subsequently pool the problems they identify, the coordinating group should be ready to say something like this to them: "Now, are these all of our problems?" Or when a faculty has answered this question, "What are we doing now to solve our important problems?" the council can question them along these lines: "Now, are these all the ways in which we are presently solving our more important problems?"

The foregoing procedure is repeated by the coordinating group each time the problem solvers ask themselves one of their nine guiding questions.

Where discrepancies exist either in the array of institutional problems uncovered or in the status description of what is presently being done to solve the problems, or where the quality of invention in proposed solutions to existing problems seems poor, the coordinating council should be ready and able to enhance the professional competency and creativity of those who engage in problem solving. This function of the council is of basic importance if an institution is to realize the maximum profit from its investment in self-study. By performing this way, study coordinators ensure that all crucial and relevant educational issues on a particular campus receive adequate consideration during the study venture.

Since more demands for better education are thus heard and acted upon in a competent, creative manner, more social utility results from educational changes engendered by introspection. At the same time, study coordinators perform a tremendous inservice instructional function for a college by raising the level of educational vision and expertness among problem solvers. Think of the coordinators group as instructional leaders for the study staff.

A second responsibility of the coordinating council is to direct proposals for educational change generated by problem solvers to those individuals or offices on and off campus that are best equipped to act upon them. So, in addition to providing instructional leadership in self-study, the council acts as a liaison between problem solvers and policy makers.

There is seldom agreement at first

among individuals on a study staff about the problems facing an institution and the "right" solutions to them. Disagreement is to be expected. Actually, the process of self-study is the process of people who have a stake in a college coming to agree on what the institution shall do and how it shall do it. It follows that early proposals for educational improvement generated by self-study are frequently rejected by policy makers and sent back to problem solvers for restudy and revision. Sometimes these rejections hurt. People become threatened, defensive and even hostile as a result.

Therefore, the third—and probably the most difficult—task of these study coordinators is to refer proposals requiring restudy from policy makers to problem solvers in a diplomatic manner. Really, members of the coordinating council have a kind of ambassadorial function to perform in an effective self-study. They constitute the locus of study leadership in the most ideal connotation of this word.

Full-Time Job

We have also found that one individual serving on the coordinating body must be officially designated as the general director of the self-study project. Sometimes the president of the college acts in this capacity, but usually the enormity of the work involved in directing a successful college self-evaluation project is so imposing that the chief administrative officer must delegate this job to someone who can spend full time on it.

One thing the coordinating council should not do is attempt to make policy for a college itself by accepting or rejecting proposals for educational change created by problem solvers. For some reason when a central *ad hoc* group such as this one usurps the authority for policy making from the already established organization on a campus that gets things decided and done day after day, enthusiasm for self-study among those who have a stake in a college comes to an abrupt and tragic demise.

Because of the fact that members of the coordinating council represent the leadership of various groups of people who have a stake in a college, there is a natural tendency for such a body to slip into the policy making role. Therefore, individuals chosen to serve as self-study coordinators should

be selected with extreme care. They should be socially mature men and women who command a wide respect on and off campus for their imagination, sound judgment, fairness, keen insight into educational operations, and devotion to the college. Those selected to serve on the coordinating council must be expert educational statesmen if a self-study venture is to be maximally effective.

Element 5. Institutional policy making. Earlier we said that the organization for decision making existing within a college is usually sufficient to handle the work of a comprehensive self-study. We emphasize that point here. When the coordinating council receives from problem solvers proposals for educational advance, the council should, in turn, direct each proposal to the particular individual or office that is best equipped to give it adequate consideration. These individuals or offices may be on or off campus and line, staff or advisory in character.

In one instance a state board of agriculture might be called upon to make a decision about a proposal. In another instance a policy decision might be made by a parents' "boosters club." In still another case officers of the student council might decide upon the efficacy of a particular proposal for change. A standing faculty curriculum committee, an administrative officer, housemothers in the residence halls, or the chef in the student union might all be used in one way or another to decide how changes in a college operation should be brought about. Sometimes more than one individual or office is involved in deciding upon a particular proposal for change.

Who shall decide what is a unique problem on every single campus? We are inclined to think that each institution can solve this problem for itself through a coordinating council better than people from "outside" their institution who lack an intimate acquaintance with it. Institutional diversity being what it is, we certainly could not presume to prescribe who should decide what during self-study for every institution in our region.

Policy making boils down to this. For every proposal to improve education arising from self-study, someone must make a decision to approve, reject or request a revision of it. We believe that the quality of policy making

depends in each case of a proposal upon using policy makers whose training and experience best qualify them to make a decision for the college. In general, we have found that people outside an institution who have a stake in it are best equipped to decide *what* a college should do. People inside the institution appear best equipped to decide *how* a college should do that which needs doing.

Some people disagree with our whole notion of organizing for effective college introspection. In fact, a vast majority of self-evaluation projects in higher education operate from a massive array of special *ad hoc* committees. Usually these committees are more or less autonomous in their operation. Each is assigned a specific problem area to investigate. Often a master committee structure for the evaluation project is sketched out on paper, with the problems for study specified long before membership on the committees has been determined. The committees themselves are granted a variety of powers to inquire and are given differing degrees of authority to propose solutions to problems or to make policy for a college.

Do Not Offset Losses

Our experience leads us to believe that study committees set up this way probably show off best on a piece of paper. The theoretical gains in study results that are supposed to accrue from perfect paper organization just do not, as we see it, offset the losses in study returns when evaluation projects are organized this way.

Invariably, psychological imbalances among persons involved in self-study are created when the status of the standing decision making machinery in a college is disturbed by the intrusion of a new *ad hoc* committee organization. The resulting attitudes of people are such that self-study activity frequently becomes an end in itself rather than a means toward educational improvement on the campus. People look upon the self-study venture as excess educational baggage that is largely unrelated to their real work in the college. There is an urge to expedite, complete and forget the study task when the multiple committee organization for study is employed. This suggests that people find the self-study experience burdensome.

(To Be Continued Next Month)

Women's Rights and Higher Education

T. E. BLACKWELL, Educational Management Consultant

THE mother of two children, Mrs. Lena A. Bristol, and a widow and the mother of one child, Mrs. Barbara Tittle, applied for admission as students to the Agricultural and Mechanical College of Texas. Their applications were refused solely on the grounds of their sex and the fact that the governing board of the college had, as a matter of policy, excluded women students since its founding.

The two applicants brought an action of mandamus to compel the board to admit them. At the trial in the district court, evidence was introduced to the effect that: (1) The applicants were qualified for admission. (2) The college had, on various occasions, admitted a few women as students to the regular sessions, and it had consistently admitted women to summer sessions. (3) It has adequate classroom and teaching facilities available for the admission of additional students. (4) The applicants could not afford to leave their place of residence to attend institutions of higher education maintained by the state in other communities. (5) The college is the only land-grant college in the nation that excludes women as students and the only tax supported college in Texas that excludes them. (6) The constitution and the laws of Texas do not provide for the exclusion of women from the college.

Based upon this evidence, the trial court ordered the board to admit Mrs. Bristol and Mrs. Tittle and ruled that, in the future, sex not be a bar to admission of women to the college.

The district court judge said:

"As a matter of law, separate but equal facilities are inherently unequal as applied to males and females, and, as a matter of law, any attempt at classification of males and females for educational purposes at the Agricultural and Mechanical College of Texas is irrational and immaterial to

the educational objectives sought, and does violence to Article I of Section 3 of the Texas Constitution, and is in clear violation of the equal protection clause of the Fourteenth Amendment to the United States Constitution, and denies the relators the equal protection of the laws."

Declaration Reversed

This ringing declaration was reversed¹ by the court of civil appeals. The following is an excerpt from the opinion of Justice Tirey:

"In broad and general terms the legislature has entrusted to the board the government of the college, with power to make such by-laws, rules and regulations for the governing of the college as it deems necessary and proper for the purpose. It is this court's view that, under the laws enacted by our legislature, in determining what sexes may be admitted as students to the college, the board has discretionary power. . . .

"Before a mandamus may be awarded against a public officer for the performance of an alleged duty, the duty must have already been imposed by plain, unambiguous and positive statute, and be imperatively required. It will never issue to enforce a doubtful right, nor when the regular duty is not clear and certain.

"The Texas system of higher education, as it exists today, is comprised of 18 institutions, fully supported by state funds. . . . There are 16 coeducational institutions. . . . There is one institution which offers an all-male environment and one which offers an all-female environment. . . . The legislature, in its wisdom, has seen fit to afford the individual the widest possible choice in the selection of a college or university. . . . We think the foregoing shows conclusively that the appellees' exclusion from the college

was not in violation of any of their constitutional rights.

"Moreover, sex, as a basis for legislative classification, is used with considerable frequency in both the statutes of the United States and of the several states. The range of this legislation covers such diverse subjects as jury duty, voting rights, employment in certain pursuits, minimum wage and hour legislation, and property rights."²

According to reports published in the press, the legislatures of several states in the South are considering the advisability of the segregation of students on the basis of sex rather than of race or color, as a partial solution to the social problems resulting from the compulsory integration of the races in public educational institutions. This decision of a Texas court may play an important role in their deliberations.

On June 18, 1958, a federal district court³ declined to compel the University of Florida to admit a Negro to its college of law. The court ruled that the authorities of the university have complete statutory power to regulate admissions to the university and to act in an emergency to avoid public mischief and to take such normal, reasonable and necessary steps as will provide for the orderly and peaceful administration of the university.

However, the court did grant an injunction restraining the board from enforcing any policy or regulation that would limit admission to the graduate school and graduate professional schools of the university to white persons only. The court order was silent on undergraduates.

This case has had a long legal history. Virgil Hawkins first applied for admission to the college of law of the University of Florida in 1949. Denied admission, he has sought relief in the courts since that date. His case has been before the supreme court of Florida three times and, before the Supreme Court of the United States, the same number. In this recent action before a federal district court, he was refused a writ to compel the university to admit him because, in the opinion of the court, he had failed completely to show that he was qualified for admission to a law college.

¹Stanford Law Review 726.

²Hawkins v. Board of Control of Florida, 162 F. Supp. 851 (1958).

³Heaton v. Bristol, 317 S.W. 2d. 86 (1958).

**Indiana Union and Food Service
at Indianapolis continues program of**

Summer Trainees

PRACTICAL experience to supplement academic studies of young men and women preparing for careers in hotel and restaurant management is being provided in the summer training program of the Student Union and Food Service Building at Indiana University Medical Center, Indianapolis.

Initiated in the summer of 1953, the program has already combined working experience and vacation employment for 24 students selected from those enrolled in hotel, restaurant and institutional management courses of colleges and universities over the country. The value of this training has been commended by the college and university instructors and by the employers of its "graduates."

Four trainees are accepted each year and spend 12 weeks in rotating through the major departments of the Student Union and Food Service Building, which combines food service, housing and recreation for approximately 1200 students in Indiana University's schools of medicine, dentistry, nursing and allied medical sciences, and for their faculties and hospital staffs.

Trainee experience covers four principal areas: (1) the front office, where they serve as desk clerks and PBX operators; (2) the business office for assignments as cashiers, account clerks, and food checkers and accountants; (3) the food department for duties in the main and banquet kitchens, food preparation areas and the snack bar, and (4) such other areas as maintenance, housekeeping and the swimming pool.

They are supervised by the heads of the departments including George R. Redfearn Jr., assistant manager, a Florida State University graduate in hotel management; Alice Giffels, auditor, a graduate in hotel management from Michigan State University, and

J. J. Berty, food manager, whose degree in hotel administration was granted by Pennsylvania State University.

An additional part of the training program, conducted by R. A. Dault, building manager, and Michigan State University graduate, is a series of tours of hotels, restaurants and other points of interest in the Indianapolis area.

The seventh year of the training program started in June. It includes trainees from Florida State University, Michigan State University, and the University of Denver. Other schools that have been represented by students enrolled for the training programs are: Cornell University, Earlham College, Illinois State Normal University, Oklahoma State University, and Pennsylvania State University.

Trainee experience in the summer program includes all major departments, such as those shown here in the illustrations: (1) the front office; (2) the business office; (3) the food preparation; (4) the main kitchen.



1



2

4



**The food service director must stimulate
pride in a job well done —
that's a large part of the task of**

Training Student Waiters

ELSIE dePONTE

Director of Residence Halls and Food Service
DePauw University, Greencastle, Ind.

WHEN college food service directors get together, one problem always pops up. That is the question of student labor. Since the greater amount of student labor is waiter service, the problem becomes primarily that of the student waiter.

To view the problem realistically, we should be aware of conditions that make these employees, as a group, different from all others. First of all, the work we are asking these students to do is of a nature that has no permanent interest for them. As a result, the average student has no incentive to improve on the job, unless we, as employers, provide such an incentive. Second, the tenure of the job is limited by the date of his graduation to four years at the most. Third, the students are much younger than the rest of our employees and, fourth, in virtually all cases they come from an entirely different educational and social background. Certain steps can be taken to meet these differences and to integrate student help into our departments.

Most Important Step

The first and most important step is to make the student applicant strongly aware of the importance of the job for which he is applying. He must realize

from the first that it is a job and not a subsidy, and that while he is working he is an employee and not a student so far as we are concerned. He must understand from the beginning that we will cooperate with his student activities up to a point, but that there will be times when the job, of necessity, must come first. We must show him that, as with any employee, we are offering a certain amount of work to be done in a certain manner for definite monetary remuneration, and that persistent failure to perform these duties in the manner prescribed will result in almost certain dismissal.

Intensive Training

Soon after the student is accepted as a member of the staff a period of intensive direction and training should begin. Since we are dealing with a group that is used to getting instruction from the written word and by the lecture method, it is well to use both means.

We have worked out over the years, in cooperation with past waiters, a detailed and specific set of regulations and instructions on procedures.

At the beginning of each school year, we hold an instruction class at which attendance is compulsory re-

gardless of whether the person is a freshman or is a senior starting his fourth year on the staff. At this class each waiter gets a copy of the regulations and instructions, and the food service director explains by the lecture method exactly what is meant by each item. For those items in which demonstration would be helpful, an experienced waiter demonstrates as the director explains.

The regulations cover such subjects as dress requirements, hours of work, methods of serving, methods of clearing for each type of service used at different times during the year, procedures for handling soiled dishes, and the routine clean-up job. Included also are standards of conduct and courtesy both toward customers and fellow workers.

During the instruction class, which is held early in September, the students are told of the specific times they will be required to work if they expect to retain their jobs. Some of these times are Dad's Day week end, Mother's Day week end, and commencement week end. Also, they learn the procedure to be followed when a waiter must be away from his job. (He must obtain a substitute from the approved substitution list, maintained in the director's office. Just any other student won't do.) It is made clear to the entire staff exactly what the head waiter's duties are. Thus every waiter knows that it is the head waiter's responsibility to see to it that he abides by the regulations.

Only the Beginning

Detailed and specific as the foregoing instructions are, this is only the beginning. From this point on each head waiter takes over with his group, giving individual instruction when necessary and molding the individuals into a smoothly operating team. Usually all further direction and correction can be done by the director through the head waiter. However, both head waiters and director must remember that this process of checking, directing and correcting is a constant, never ending one.

Head waiters must be chosen with the greatest of care for "as a head waiter is, so his staff will be." First of all, a student must have a real interest in the work and must want the job. He must possess qualities of leadership. He must understand thorough-

ly the standard of service and believe in it. He must be tactful enough to give correction without arousing animosity, but he must have the courage to incur the animosity of a fellow student if a situation arises, the correction of which may bring it about. He must be absolutely trustworthy and honest. He must have an open mind and a realistic outlook. Every head waiter must know that he has the complete confidence of the director and that at any time he may discuss a staff problem with her. In short, a head waiter and the director can achieve successful results only if they work together in an atmosphere of understanding, trust and respect.

At first thought this whole system may sound detailed and strict, and so a natural question is: How do the students accept it? About a decade ago when we first put our training plan into effect some objections arose, and the first two or three years were rather rough in spots. Now the students accept and respect the system. In most cases, they take great pride in their work both as individuals and as members of a smoothly functioning team. A student who does not conform and thus ruins the smooth operation of the group is soon disciplined by group pressure; often the situation is corrected with no interference from either head waiter or director.

Director's Responsibility

In order to stimulate this pride in a job well done, the food service director has a definite responsibility. Although she may direct and correct through assistants or head waiters, she must never fail personally to give justly deserved praise. Also, she must create a situation in which each individual waiter feels that he may come to her and discuss his problems or personal triumphs and know that he will get fair treatment and human understanding.

The smooth functioning of this system can bring great satisfaction to the food service director. We have found it to be the background for rewarding student contacts. It is pleasant when a graduate of some years' standing remarks that he will never forget the precision and excellence of service he experienced in college. And it is even pleasanter when a former waiter, a graduate of several years back, says that his training as a waiter has helped him make a success of his lifework. Can a director ask more of any system?

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NEWS

Students Working on Campus Have Best Grades . . . Many Businesses

Match Employes' Gifts to Education . . . Foreign Study Made Possible

Through Trust Fund . . . Big Drop in Freshman Engineering Enrollment

Students With On-Campus Jobs Have Best Grades

CARBONDALE, ILL. — Students holding down on-campus jobs score "significantly higher" average grades than nonworking students, Southern Illinois University has found. The 1792 men and women on the fall quarter student payroll, Roland Keene reports, had a collective grade average of 3.425, midway between a "B" and a "C," while the nonworkers fell about a tenth of a point below that.

Work isn't the whole story, however. Mr. Keene, assistant director of S.I.U.'s student work office, points out that students making their way in jobs off campus fell far below their classmates, scoring 3.118 compared to the over-all university average of 3.338 for workers and nonworkers combined.

"There's motivation factor involved," Mr. Keene said, "and the next step will be to pinpoint it. Then we can match particular students with particular jobs in such way that their desire for achievement works for them both in the classroom and on the job."

The study further revealed that the number of hours worked each month had no effect on the score. The 87 students who spent more than 99 hours per month, hardest working group of all, did better in class than did the nonworkers.

\$50,000 Gift Honors Treasurer of Smith

NORTHAMPTON, MASS. — Smith College announced receipt of a gift of \$50,000 from an anonymous donor to establish the William A. Bodden Endowed Fund in honor of the treasurer of the college, William A. Bodden.

While there is no restriction on use of income from the fund, the donor

has suggested it might be used to provide opportunities for professional self-improvement by travel and study to members of the college's business administration and other officers.

Mr. Bodden has been treasurer and controller of Smith since 1946. After graduating from the University of Wisconsin in 1927, he was associated with business firms in Neenah, Wis., and Minneapolis before joining the staff of Purdue University in 1928. He was named assistant controller at Purdue in 1932.

Finds College Near Home Less Good for Student

WASHINGTON, D.C. — When a student goes from high school to college it's good for him to experience a dramatic shock or "break" in terms of distance from home, absence of parental restrictions, and assumption of responsibility for his own curriculum as a step toward maturity.

Indeed "no one should be allowed to go to college less than 500 miles from home without good reason" in the opinion of David Riesman, Henry Ford II professor of social sciences at Harvard University.

This is from "Spotlight on the College Student," a new publication of the American Council on Education, which records a discussion by the council's problems and policies committee. Dr. James R. Killian, who was chairman of the committee before he entered federal service as the President's special assistant for science and technology, participated as president of Massachusetts Institute of Technology.

"It is very difficult to get students to break free and go on their own" in college, Dr. Killian says. Projection of a continuing "high school attitude" is

(Continued on Page 58)

Many Corporations Now Match Employes' Gifts

WASHINGTON, D. C. — Sixty-nine corporations are now matching the gifts their employes make to colleges and universities, according to the American Alumni Council. Many additional business concerns are known to have such plans under consideration for early adoption as a part of their aid-to-education programs.

Four years ago the General Electric Company pioneered in this approach by introducing the Corporate Alumnus Program. For every gift that General Electric employes made to institutions of higher learning from which they held degrees, the company agreed to contribute a like amount. Since the start of the program in 1955, more than \$800,000 has been distributed to match the gifts of G.E. employee-alumni.

Each year since then, many other corporations — large and small, national and local — have adopted similar programs. Some have started by modeling their plans on General Electric's; others have elected to experiment with different features that have significantly broadened the original concept.

The major change was introduced by the Scott Paper Company in 1956. After one year of a Corporate Alumnus Contribution Plan limited to its employes who were graduates of four-year colleges, Scott shifted to a Cooperative Contribution Plan that removed all limitations "requiring an employe to have been a student at any such institution." Nearly two-thirds of the participating companies now offer to match the gifts of any employe to an approved college whether or not he attended it.

Although the majority of the plans still limit distribution of gifts to four-

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year degree granting institutions, the tendency is to liberalize these eligibility rules. Two-year or junior colleges are now eligible to participate in 32 of the 69 plans; colleges not yet fully accredited can establish their eligibility for 29, and independent secondary schools now qualify for 10 of the plans.

A few criteria are common to all programs, the council notes, including the fact that the gift to be matched must actually be made by the employee from his own funds. Although payments made for alumni dues, maga-

zine subscriptions or athletic scholarships do not qualify, the companies do match gifts made to alumni funds operated by the college or those certified by the colleges as being devoted to the furtherance of the educational objectives of the institution.

Nearly all of the companies have set a maximum limit, ranging from \$100 to \$2500, on the individual gifts to be matched. Twenty-two of the 69 companies have set \$500 as the top and 24 have set \$1000. Only a few specify a minimum gift, ranging from \$1 to \$100.

Drop of 11.1 per Cent in Engineering Freshmen

NEW YORK. — Freshman engineering enrollment has declined markedly for the first time in eight years. Furthermore, one out of five engineering schools expects a further drop in freshman enrollment next fall.

In 1958, 70,029 engineering freshmen enrolled in the nation's schools compared with 78,757 in 1957, a drop of 11.1 per cent. However, total college freshman enrollment in this country continued to increase, upward of 7 per cent over the previous year.

These facts were made public by Engineers Joint Council, which reported a special survey of its engineering manpower commission in cooperation with the American Society for Engineering Education. The study covered 223 U.S. institutions granting degrees in engineering.

More startling than the declining enrollment were the three reasons for the decline given by heads of engineering schools:

1. Because of a false appraisal of the long-range engineering career opportunities by counselors, students and parents, based on reports in the general press on lay-off and reduction of company engineering complements during the 1957-58 recession period.

2. Because of increased concern about rigors of engineering curriculum.

3. Because of increased interest by potential engineering students in other scientific fields resulting in diversion of students to other educational pursuits.

Three-fourths of the engineering deans and presidents were convinced that the cause was improper counseling by guidance officials in secondary schools. Diminishing opportunities in engineering, reported in the daily press, were transitory, they said.

Engineers Joint Council is a national federation of 20 major engineering societies, representing 300,000 of the nation's engineers.

Pace College Increases Undergraduate Tuition

NEW YORK. — Starting in September, tuition of day students at Pace College will increase from \$736 to \$800 a year for an average 32 point, two-semester program. The individual course credit increase is from \$23 to \$25. Summer school students will not

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be affected, and graduate division tuition will remain at \$25 a course credit.

The tuition increase, Samuel Miller, chairman of the board of trustees, stated, is required by expansion plans of the college and by increasing faculty and operating costs.

Smith Alumnae Swell Salaries by Half Million

NORTHAMPTON, MASS. — Alumnae of Smith College have raised a record total of more than half a million dollars in 1958-59 for their annual giving

program to the college, Mrs. Elmer S. Watson, Wethersfield, Conn., fund chairman, announced recently. The sum, which totals \$550,000, will go for the third successive year to improve faculty and administrative salaries at Smith.

Mrs. Watson reported to the annual meeting of the Alumnae Association, held in connection with commencement, that the \$550,000 added to \$870,000 which was raised for the same purpose by the alumnae in the two previous years makes a total of \$1,420,000 they have contributed to

the college for salaries in three years. Next year's fund will for the fourth successive year be used for the same purpose, she said.

"Only by protecting the excellence of the Smith faculty can the college meet the challenge of education as it was stated by H. G. Wells, who said that human history becomes more and more a race between education and catastrophe," she told alumnae.

Illinois Colleges Broaden Coop Plan

CHICAGO. — A broad new program of inter-institutional cooperation in various business management areas for the purpose of saving costs and achieving greater operating efficiency among its member colleges has been announced by Associated Colleges of Illinois.

The association, composed of 24 private liberal arts colleges, was formed in 1953 to seek corporation gifts for higher education. More than \$2.2 million in contributions have been received by the association in its five and a half years of operation.

The broadened program of management cooperation is called the ConServ plan. Officers of the association describe a series of consolidated service functions that the central office will provide for member colleges.

President Theodore P. Stephens of Aurora College, chairman of the association, points out four accomplishments the new program seeks to achieve: (1) actual savings costs, where joint action can produce such savings; (2) greater efficiency of operations through the employment on a group basis of more highly trained and skilled administrative and technical personnel; (3) new teaching tools and techniques through group study and experiment, and (4) enhancement of our academic programs at all points by bringing into play resources of men, materials and money that exist only in the aggregate.

At a recent meeting of the association, the program was adopted for action. Two specific areas of operation are being attacked this summer: food services and plant maintenance. To provide expert professional counsel and indirect supervision, the association will add to its staff a skilled executive consultant in each of these two fields. These consultants will be available to member colleges on a permanent basis to help them plan



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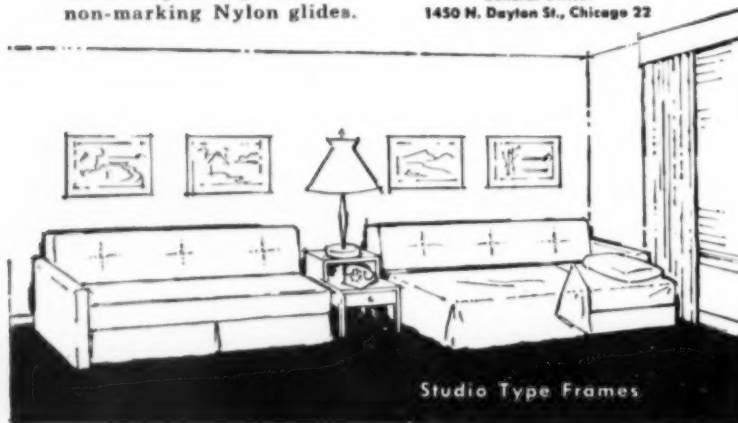
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and carry out their operations at high levels of efficiency.

In the food services area, President Stephens points out, the volume is such that cost savings of a single cent per meal presently served would amount to an aggregate savings to the member colleges of \$90,000 a year.

The establishment of a food services and plant maintenance counseling program by the association is described as only the first step of a much broader total program of cooperation.

Under study are projects designed to facilitate the recruitment of teach-

ers, to improve the motivation of students, to strengthen the public relations and fund raising programs of the individual colleges, and to develop better technics for long-range plant and campus planning, for publishing scholarly works written by faculty members, for arranging lower cost financing of faculty housing, and many other programs leading to greatly improved academic effectiveness.

The basic outlines of the ConServ program were developed over a period of nine months of study by a committee of six administrative officers from

the member colleges, aided by outside educational management counsel. The study was financed in part by a grant from the Lilly Endowment of Indianapolis, with further assistance this spring by the U. S. Steel Foundation.

Many Students Earn Way Through U.M.

ANN ARBOR, MICH. — One-third of all single students at the University of Michigan now earn between 75 and 100 per cent of their college expenses.

Another one-third of the university's single students earn between 10 and 75 per cent of their expenses, while the rest are supported primarily by their parents, report Vice President James A. Lewis and Administrative Dean Robert L. Williams.

Their findings are based on a survey of students enrolled at the start of the academic year.

The survey also showed more than half the university's married student couples earn between three-fourths and all their expenses. Another one-fourth earn between 10 and 75 per cent, while the rest are supported primarily by their parents.

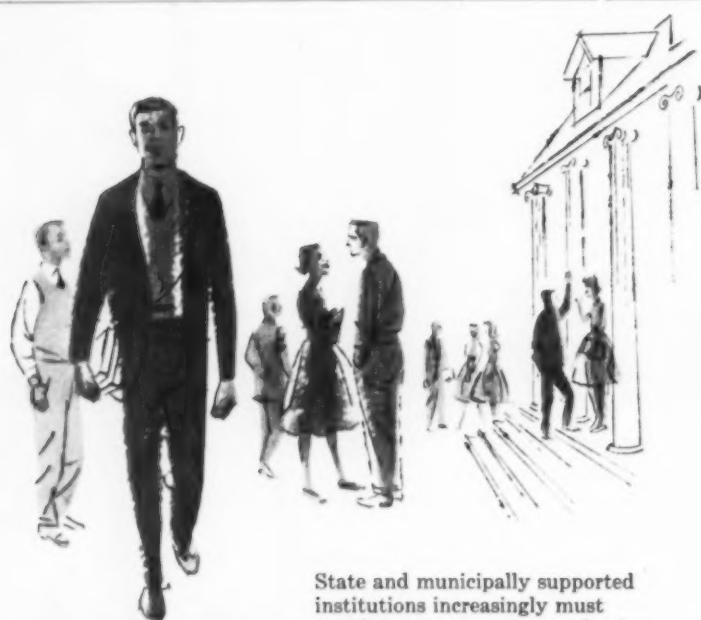
Almost half the married students reported their spouse was employed and contributing to their support.

Digest Helps in Planning Future Programs, Budgets

WASHINGTON, D. C. — The Office of Education has announced publication of its second annual review and digest of state legislation affecting higher education. The report was prepared by the division of higher education primarily for use in planning future programs and budgets for colleges and universities, Commissioner of Education Lawrence G. Derthick said recently.

The new publication, "Survey of State Legislation Relating to Higher Education," covers the period July 1, 1957, to June 30, 1958. Authors are Ernest V. Hollis, director, college and university administration branch; William G. Land, research consultant in education, and S. V. Martorana, chief, state and regional organization in the Office of Education.

The survey lists for the first time legislative appropriations of a general character that is both operating appropriations and supplementary or deficiency appropriations. These appropriations, however, do not necessarily include all the state funds al-



PRIVATE FUNDS FOR PUBLIC INSTITUTIONS

State and municipally supported institutions increasingly must supplement tax support and other income with substantial voluntary gifts. More than six years ago the American City Bureau began a study of new methods of providing private funds for public institutions. Over ten services have been completed for various projects for such institutions.

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located to higher education during the period, since some states allocate special tax funds without further legislative action.

The study notes that legislatures of 23 states and territories met in regular sessions and that legislatures of seven states met in special sessions during the year ending June 30, 1958.

College bond issues, building planning and construction, and capital outlay appropriations played a large part in all legislative activities affecting higher education, according to the report.

Elected to Council of Southern Universities

BATON ROUGE, LA. — President Troy H. Middleton has received formal notification of the election of Louisiana State University to the Council of Southern Universities.

As the ninth member of the council, L.S.U. received the distinction of being the first addition to the organization created in 1952 "to strengthen and improve higher education in the South."

The eight charter institutions are Duke University, Emory University, Rice Institute, University of North Carolina, University of Texas, Tulane University, Vanderbilt University, and the University of Virginia. L.S.U. thus becomes the fourth public university and the first land-grant institution to hold membership.

Through the Southern Fellowships Fund, the Council of Southern Universities carries on an extensive program of faculty improvement in southern colleges and universities through a system of scholarships and fellowships in 14 states. The program is financed by a \$2.5 million grant from the General Education Board.

President Middleton has been a member of the Southern Fellowships Fund administrative committee since 1954. He will serve as a director of the Council of Southern Universities.

Stevens Student Aid at Record \$190,000

HOBOKEN, N. J. — A total of \$190,000 in scholarships and loans was granted to undergraduates by Stevens Institute of Technology for the academic year 1958-59, a record in the college's history and a 22 per cent increase over the previous year, it was announced by Jess H. Davis, president. More than 27 per cent of the under-

graduates receive some form of financial aid. In a student body of 911, financial help goes to 251. Average aid granted individual students is \$758, ranging from a low of \$25 to a maximum of \$2600. This average is decidedly above the \$250 national figure.

The figures released include \$137,000 in scholarships and \$53,000 in student loans. Scholarships numbering 195 and 114 loans were granted during the year.

These figures do not include the graduate school aid program, where

1071 students are studying for advanced degrees.

Dr. Davis pointed out that Stevens' undergraduates paying full tuition actually pay only 56 per cent of the cost of their scientific or engineering education. Endowment, corporate, foundation and individual support makes up the difference.

Trust Makes Possible Foreign Study Program

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with the languages and cultures of foreign countries has been made possible at Kalamazoo College by the transfer of the assets of the S. Rudolph Light Trust to the permanent endowment fund of the college. The amount of this trust, including \$400,000 derived from an earlier gift by the same donor, is \$1.5 million.

This acquisition is the outgrowth of an experimental program begun in 1958. During that summer, some 25 Kalamazoo College students, supported by \$500 scholarships given by the Trust, went abroad to undertake

extensive foreign language study in German at the University of Bonn, in French at the University of Caen, and in Spanish at the University of Madrid. A new group is studying Spanish this summer at the University of the Andes in Bogota, Colombia.

Under the terms of the gift, the S. Rudolph Light Fund will continue the summer study program by providing scholarships to undergraduates going abroad, will underwrite Kalamazoo faculty during periods of foreign study, and will bring occasional foreign professors to teach on the campus.

College Near Home Less Good for Student

(Continued From Page 50)

evidenced, he finds, in student "skepticism and fear" when, arriving on the campus, they are offered the chance to use their own judgment in choosing a curriculum.

Chancellor Clark Kerr of the University of California, Berkeley, is among those who wonder whether, as great numbers go into junior colleges and state colleges close to their homes, "college isn't going to become more like high school for the vast majority of students in the United States."

Dr. Riesman, who with Philip E. Jacob, professor of political science, University of Pennsylvania, and Nevitt Sanford, professor of psychology, University of California, led the discussion, also expresses the belief that students and faculty alike have a critical need for better consumer research and publications about colleges.

"We have consumer research when the dimensions of decision are minute—research about cars, about housewives and their preference for one or another shape of soap, about teenagers and the bottle shapes they prefer for soft drinks. Far more critical decisions about college choice are made by chance, by convention, by high school guidance counselors, and by all kinds of high school prestige factors that operate to subordinate the youngster to the interests of the high school."

As for faculty benefits, Dr. Riesman says, "A faculty member in search of an institution is as misguided as the student. He doesn't know what the climate is like, even if he is a sociologist. He goes on the basis of hearsay and the repute of the college and whether it has a football team to his liking, without knowing which school provides the best opportunity for his development."

In a study of student instability, Dr. Sanford points out, with men the crisis of college adjustment comes in the sophomore year "in connection with the choice of a major with its implications for the professional identity."

Women, however, are most unstable in the senior year when, after more than three years of adjustment to academic life, they must get ready to face the world."

The book was edited by Margaret L. Habein, dean, college of arts and sciences, University of Wichita.

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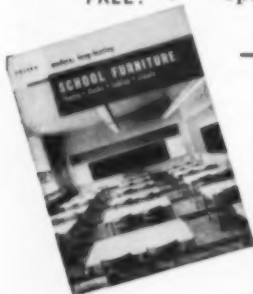
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DIRECTORY OF ASSOCIATIONS

National Federation of College and University Business Officers Associations

President: Charles H. Wheeler III, University of Richmond; secretary: Kenneth Dick, University of Idaho.

National Federation Consulting Service, 44 Washington Street, Wellesley Hills 81, Mass. Irwin K. French, executive director.

Association of College and University Housing Officers

President: J. Arthur Pringle, University of Washington; secretary-treasurer: Leonard A. Schaad, University of Michigan.

Convention: Aug. 2-5, University of Colorado, Boulder.

National Association of College Stores

President: Helen Amberg, Campus Store, Colgate University, Hamilton, N.Y.; general manager: Russell Reynolds, Box 58, 33 West College Street, Oberlin, Ohio.

Association of College Unions

President: Chester A. Berry, University of Rhode Island; secretary-treasurer: Edgar A. Whiting, Cornell University; editor of publication: Porter Butts, University of Wisconsin.

Convention: April 24-27, Indiana University, Bloomington.

National Association of Educational Buyers

President: Carl A. Donaldson, University of Nebraska; executive secretary: Bert C. Ahrens, 1461 Franklin Ave., Garden City, N.Y.

Convention: May 2-4, Hilton Hotel, Pittsburgh.

National Association of Physical Plant Administrators of Universities and Colleges

President: R. F. Gingrich, Kansas State University; secretary-treasurer: J. D. McFarland, University of Arkansas.

Convention: May 8-11, Statler Hotel, Boston.

Associations of College and University Business Officers American Association

President: Paul G. King, Tennessee A. & I., Nashville; secretary-treasurer: Sinclair V. Jeter, Clark College, Atlanta, Ga.

Central Association

President: Harlan Kirk, Lawrence College, Appleton, Wis.; secretary-treasurer, James J. Ritterskamp Jr., Washington University, St. Louis.

Eastern Association

President: John F. Meck, Dartmouth College; secretary-treasurer: Kurt M. Hertzfeld, University of Rochester.

Convention: Nov. 29-Dec. 1, Boston.

Southern Association

President: Clarence Scheps, Tulane University; secretary: C. O. Emmerich, Emory University.

Western Association

President: Ernest Conrad, University of Washington; secretary: James Brainerd, Menlo College.

American College Public Relations Association

President: Howard S. Curtis, Brown University; executive director: W. Noel Johnston, 1785 Massachusetts Ave., Washington, D.C.

Convention: July 12-15, French Lick, Ind.

Canadian Association of University Business Officers

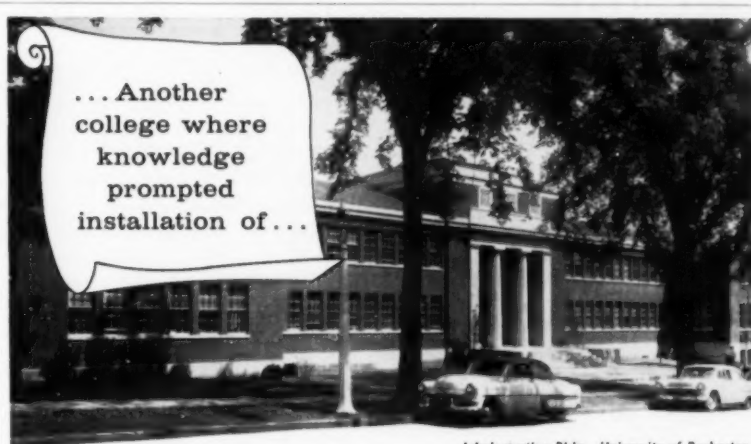
President: W. J. Condo, controller, University of Manitoba; secretary-treasurer: D. S. Claringbold, treasurer, Hart House, University of Toronto.

American Alumni Council

President: Donald E. Smith, University of Rochester; executive director: Ernest T. Stewart, 1785 Massachusetts Ave., N.W., Washington 6, D.C.

College and University Personnel Association

President: Paul A. Hartley, University of Miami, Coral Gables, Fla.; executive secretary: Donald E. Dickason, University of Illinois, Permanent headquarters, 809 S. Wright St., Champaign, Ill.

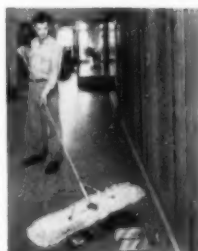


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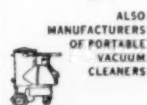
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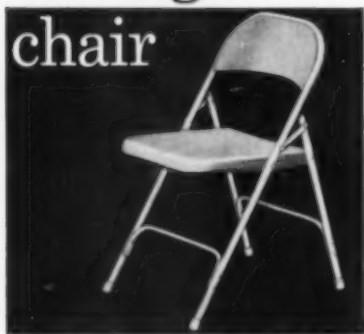
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Request Bulletin 153C





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NAMES IN THE NEWS

Raymond L. Thompson retired June 30 as senior vice president and treasurer of the University of Rochester, Rochester, N.Y., after 32 years of service to that institution. He joined



R. L. Thompson



L. B. Thompson

the university administrative staff in 1927 as assistant treasurer and three years later became treasurer. In 1948 Mr. Thompson was made vice president and treasurer and in 1954 senior vice president and treasurer. He will be succeeded by LaRoy B. Thompson (no relation), who has been associate treasurer since 1957 and was formerly director of research administration. LaRoy B. Thompson's title is vice president and treasurer.

Warren W. Irwin, purchasing agent of the University of Rochester, Rochester, N.Y., since March 1925, retired on June 30.

John S. Munshower of Overbrook Hills, Pa., has been named assistant business manager of Lake Forest College, Lake Forest, Ill.

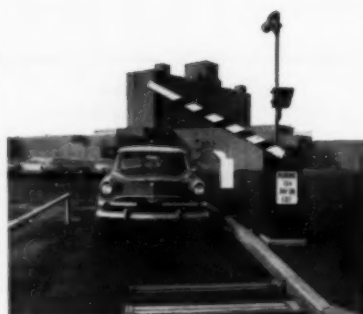


J. S. Munshower

The announcement was made by John Howard, business manager, who is serving as acting president.

John Cantini and Maurice Heartfield were both promoted recently to the position of assistant treasurer of George Washington University, Washington, D.C., according to an announcement by Henry W. Herzog, treasurer. Mr. Cantini is a graduate of George Washington University; Mr. Heartfield was graduated from the University of the South.

Mrs. Clifton A. N. Hill, administrative assistant in the Union College admissions office for the last eight years, has been transferred to the staff of the college bookstore in the capacity of manager-elect and will assume full managerial duties on October 1, when she succeeds Helen E. Jenkins, who has managed the store for the last 26 years. Union College is in Schenectady, N.Y.

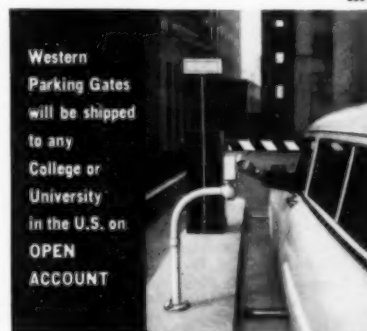


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Dr. Carl F. Muckenhoupt, naval research liaison officer for the navy-sponsored research programs in New England colleges, has been named director of research for Northeastern University, Boston. He will begin his new duties August 1.



C. F. Muckenhoupt

Dr. Edward W. Seay, president of Centenary College for Women, Hackettstown, N.J., recently announced the following staff changes: **Dr. Ernest R. Dalton**, director of public relations, to assume the newly created post of assistant to the president; **Stefan George**, director, radio station WNTI, an FM facility operated by the college, will be director of public relations; **Dorothy M. Shimer**, a member of the faculty of Liberty High School, Bethlehem, Pa., will become director of station WNTI, and **Judson Betts** of San Mateo, Calif., an admissions counselor on the staff of Stephens College, will become director of admissions, replacing **Frederick B. Odell**, who resigned to accept appointment as assistant to the president of Hiram College, Hiram, Ohio.

William M. Heston Jr., formerly associated with E. I. duPont de Nemours & Co., Wilmington, Del., has been named to the newly created post of director of research and associate in the department of chemistry at Western Reserve University, according to a recent announcement by **John S. Millis**, president of the university. Starting on July 1, Dr. Heston will be available to all members of the faculty for assistance in preparing requests for research grants, for reviewing all research budgets, and supervising the reporting and accounting of research monies.

Roger C. Wilder, business manager of Emerson College, Boston, was elected president of the Massachusetts Association of Non-Profit Schools and Colleges at the annual meeting of the association recently held at Brandeis University.

Dr. Paul A. Miller, since February vice president for off-campus education at Michigan State University, has been named to the new office of provost. The post will combine the offices of vice president for off-campus education and vice president for academic affairs. The vice presidency for aca-

demic affairs is currently held by **Dr. Thomas H. Hamilton**, who in August will become president of the State University of New York.

Dr. Miller A. F. Ritchie, president of Hartwick College, Oneonta, N.Y., has resigned to accept the presidency of Pacific University, Forest Grove, Ore. Dr. Ritchie will take over his new post on September 1.



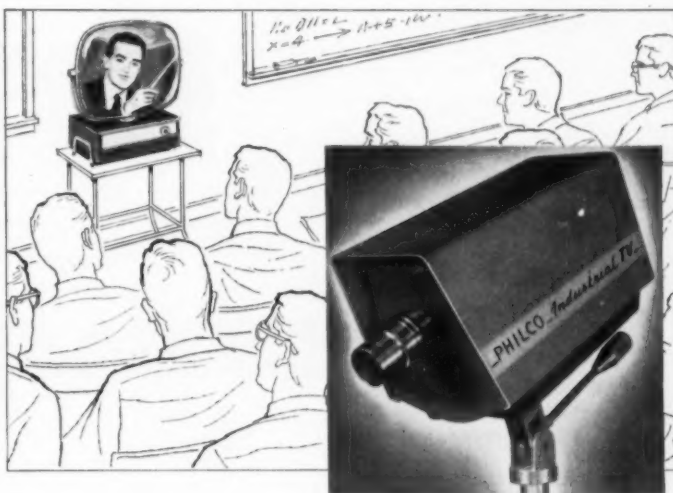
Miller A. F. Ritchie

Dr. James Payson Dixon Jr., Philadelphia's commissioner of public health since 1952, is the new president of Antioch College, Yellow Springs, Ohio. A 1939 graduate of the liberal arts college, he is the second alumnus in Antioch's 106 year history to be so honored. Dr. Dixon succeeds **Dr. Samuel B. Gould**, who will become first chancellor of the University of Cali-



J. P. Dixon Jr.

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fornia at Santa Barbara early in July. The president-elect has been a member of the board of trustees of Antioch College since 1955.



Chester C. Wood

R./Adm. Chester C. Wood, commandant of the third naval district, will become provost of Mitchel College of Long Island University after

his retirement from active service this summer. Announcement of the appointment was made by the university's president, **Adm. Richard L. Conolly**. Mitchel College is said to be the first residence college on a military installation in the United States. It was founded by Long Island University in September 1957 on Mitchel Air Force Base, Long Island.

Ralph E. Miller, since 1952 business manager of the Baptist Missionary Training School in Chicago, has been appointed business manager of Kendall College, Evanston, Ill. Mr. Miller is currently vice chairman of the Chicago-Wisconsin division of the National Association of Educational Buyers.

Dr. Loring M. Thompson, formerly assistant to the president of the University of Toledo, has been named director of the office of university planning at Northeastern University, Boston. Dr. Thompson will be responsible for the conduct of research studies relating to future development and services.

Clarence B. Campbell, director of residence halls at Lehigh University, Bethlehem, Pa., has been named associate dean of students. **President Martin D. Whitaker** announces **James McGeady** and **Samuel H. Missimer** have been promoted from assistant directors to associate directors of admission.

Finla G. Crawford, retiring vice chancellor of Syracuse University, Syracuse, N.Y., received the honorary degree of Doctor of Laws at recent commencement exercises. Dr. Crawford, who had devoted 40 years of service to Syracuse University, delivered the commencement address to the university's 1829 degree candidates.

Dr. Rees Edgar Tulloss, 77, president emeritus of Wittenberg College, Springfield, Ohio, died of a heart attack June 8.

classified advertising

POSITIONS WANTED

Chef—All around with steward's experience wishes position in college or school this coming fall; age 47; preferably, in New England. Write to Box CW 476, COLLEGE AND UNIVERSITY BUSINESS.

Director of Food Service—Ten years college food service; would like to relocate; available immediately; can furnish complete resumé. Write to Box CW 476, COLLEGE AND UNIVERSITY BUSINESS.

Food Service Directors—Man and wife team; age 42; 17 years experience; desire to relocate in South Georgia or Florida; know entire operation from purchasing to selling; must be A-1 proposition. Write to Box CW 469, COLLEGE AND UNIVERSITY BUSINESS.

Superintendent of Buildings and Grounds—Twelve years experience as superintendent in liberal arts college plus twenty years in maintenance, construction, buying and planning, now employed, engineering education, member Physical Plant Administrators, desires West coast location. Write to Box CW 474, COLLEGE AND UNIVERSITY BUSINESS.

Treasurer-Comptrollership — Unusual background of college and business experience to offer at age 37; MBA Harvard; resumé available, **LESTER G. LOOMIS**, 8 Howe Blvd., Canton, N. Y.

POSITIONS OPEN

Accountant — Supervisor — Large eastern coeducational college; thorough familiarity with institutional accounting prime requisite; excellent staff benefits program; our staff is aware of this advertisement; send complete resumé of background and experience to Box CO 315, COLLEGE AND UNIVERSITY BUSINESS.

Assistant to Administrative Vice President — To handle business, personnel, and general administrative operations of accredited professional college, Chicago area; should have general administrative experience, working knowledge of accounting systems; ability to work understandingly with people, and to help build sound organization; expanding program provides challenging opportunity; enclose resumé of experience with photograph. Write to Box CO 316, COLLEGE AND UNIVERSITY BUSINESS.

Business Management Consultant and Adviser — New program developed by a mid-west association of colleges to provide cooperation, in business management among its members, offers challenging opportunity to well-trained and competent business manager to administer broad phases of program and to advise with members on matters of business and fiscal management; some travel within one state necessary. Write to Box CO 312, COLLEGE AND UNIVERSITY BUSINESS.

College Food Service Directors — Leading quality-minded college and university contract feeding company has openings for capable, personable, young male graduates as college food service directors, long hours, long vacations, best income, plenty of room to advance, due to continuing rapid expansion. If you can qualify, and enjoy campus environment, send personal data sheet to Box CO 289, COLLEGE AND UNIVERSITY BUSINESS.

Dietitian—Co-Educational university, contract service for 800; excellent kitchen and dining facilities; some training in catering supervision desirable; send complete statement of training and experience; position to be filled immediately. Write to Box CO 311, COLLEGE AND UNIVERSITY BUSINESS.

Food Service Consultant and Adviser—Cooperative assistance program to be operated by a midwest association of colleges, offers challenging position with attractive salary to a food service administrator with broad experience in all phases of college food service operation and management; some travel within one state necessary. Write to Box CO 313, COLLEGE AND UNIVERSITY BUSINESS.

Food Service Director College Student Union — New Union; small college located in New York State; catering; fountain; dining room cafeteria; snack bar; many fringe benefits; salary depends upon experience and qualifications. Write to Box CO 309, COLLEGE AND UNIVERSITY BUSINESS.

Food Service Directors—Excellent opportunities are available for young men and women with food service experience; a leading food service caterer needs managers immediately for: colleges and schools; salary open; relocate. Send resumé to Box CO 285, COLLEGE AND UNIVERSITY BUSINESS.

OVERSEAS, TWO POSITIONS—Financial Vice-President and Treasurer-Comptroller, Robert College of Istanbul. Vice-President should have strong university background; capable managing all financial operations, including purchasing and plant supervision; public accounting experience desirable; salary up to \$10,000 includes benefits. **Treasurer-Comptroller**, experienced college or university business office; accounting experience desirable; salary \$7,000 plus benefits. Send resumé to NEAR EAST COLLEGE ASSOCIATION, 40 Worth St., New York 13, N. Y.

Physical Plant Consultant and Adviser—Cooperative assistance program to be operated by a midwest association of colleges, offers challenging position with attractive salary to a physical plant administrator with broad experience in all phases of college physical plant operation and management; some travel within one state necessary. Write to Box CO 314, COLLEGE AND UNIVERSITY BUSINESS.

Superintendent of Buildings and Grounds — Small midwest college with rather extensive plant desires experienced man to supervise plant operation and maintenance and janitorial personnel; state experience, salary requirement, and availability. Write to Box CO 310, COLLEGE AND UNIVERSITY BUSINESS.

The rates for classified advertisements are: 20 cents a word; minimum charge, \$4. (No charge for "key" number.)

Forms close 5th of month preceding date of issue.

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WHAT'S NEW

TO HELP you get more information quickly on the new products described in this section, we have provided the postage paid card on page 71. Circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. COLLEGE and UNIVERSITY BUSINESS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Selectographic Panel Controls All Buildings

Heating, ventilating and air conditioning systems for all buildings on a complete



campus are controlled from a central office by the new Honeywell Selectographic Supervisory Datacenter. The centralized equipment permits the starting and stopping of equipment and gives the ability to check and adjust temperatures, open and close dampers and perform other functions right from the panel, without traveling to the buildings concerned. Manpower, fuel and electrical costs are saved by the system while heating, ventilating and air conditioning are maintained and operated at maximum efficiency. Minneapolis-Honeywell Regulator Co., 2747 Fourth Ave. S., Minneapolis 8, Minn.

For more details circle #450 on mailing card

Electronic Education Center for Classroom of the Future

A fully automated Electronic Education Center introduced by American Seating Company illustrates the time and effort-saving facilities which can be provided in



the not-too-distant future to take advantage of modern developments in teaching procedures. Where closed-circuit or network television is used in teaching, the Electronic Education Center puts the receiving set in front of the class when the instructor pushes a control button on the front panel. When no longer required, the

set folds neatly into the Education Center at the push of another button. The unit also has an attached telephone with retracting cord. Controls for lighting, heating, and the like and a conveniently-placed panel also operates tape recorders and other audio-visual units. American Seating Co., Grand Rapids 2, Mich.

For more details circle #451 on mailing card

Improved Silent Floor Machine in Two Sizes

Two new Silent Huntington Floor Machines are now on the market. The Model 16E has a 16-inch brush diameter with a new type gear reducer and steel gears, a sensitive micro-switch handle and 50 feet of three-wire cable. It is equipped with polish and scrub brushes which are color-coded for easy selection of the correct brush for a particular job.

The new 20-inch Silent Huntington has a new type gear reducer which is a sepa-



rate unit from the motor, assuring more quiet operation and simplifying repair. The new floor machine is perfectly balanced for ease of operation, and placement of the one h.p. motor gives uniform coverage and effective use of power. The machine is available with a large number of interchangeable accessories. Huntington Laboratories, Inc., Huntington, Ind.

For more details circle #452 on mailing card

Universal Tinting Colors for All Types of Paints

A single, safe, sure tinting medium which can be used with success in all types of modern primers and finishes is introduced by Barreled Sunlight Paint Company in high-strength "Universal Tinting Colors." The 15 colors were developed especially for use with the various white paints and enamels in the Barreled Sunlight Master Painter "10-line" but they can also be used to tint any type of interior or exterior primer or finish, or with ready-mixed colors for special tints. The colors disperse quickly and completely. Barreled Sunlight Paint Co., Box 1365, Providence 1, R. I.

For more details circle #453 on mailing card

IBM Electric Typewriter Has Increased Versatility

A longer carriage and writing line for increased typing versatility is one feature of the redesigned IBM electric typewriter. The new design facilitates accessibility to



the machine interior for simple ribbon changing. Both the standard and the "Executive" machines are improved in the new models, the latter providing proportional spacing which produces book-style printing in sixteen type faces. Both machines are available finished in any of six decorator colors. International Business Machines Corp., 590 Madison Ave., New York 22.

For more details circle #454 on mailing card

Model Classroom Utilizes Versatile Equipment

A model classroom set up at the Brunswick Kalamazoo plant is open to educators to study the vast range of physical and psychological factors influencing the learning process. It was conceived and carried through in conjunction with leading educators, architects and designers and is adaptable for duplication in any school. The Brunswick classroom equipment is all color-coordinated, movable, stackable and completely integrated, with surfaces



specially finished to eliminate glare. Student and teacher desks and chairs, tables, cabinets and Moduwall wall-hung teaching aids are included in the line. The mobile units can be rearranged to fill every need from large lecture settings to small groupings. Brunswick-Balke-Collender Co., 623 S. Wabash Ave., Chicago 5.

For more details circle #455 on mailing card

(Continued on page 64)

Model 67 Seating Unit Has Comfort and Strength

A one-piece five-ply Northern hardwood seat back, which has a birch face and is



made with water-resistant bonding, molded for comfort with correct posture, forms seat and back of the new General Model 67 seating unit. The understructure of high grade steel tubing gives complete support for the seat back, study top and side book-box and is completely welded for strength and rigidity. Neoprene shoes on the heavy cast iron pedestal keep the desk firmly in place without marring or damaging floors.

The heavy plywood study top has bonded Marblyk plastic finish which is mar-proof, heatproof and stainproof. It is 24 inches wide, giving full support for writing, and the conveniently placed side bookbox holding four large books is easy to reach. General School Equipment Co., 869 Hersey St., St. Paul 14, Minn.

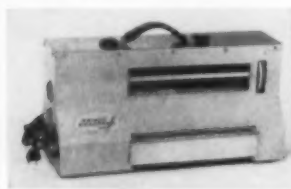
For more details circle #456 on mailing card

Polyester Film for "Boil-In-A-Bag" Cookery

The cooking of special servings or fresh preparation of small quantities of foods is now possible with the "boil-in-a-bag" method of cookery. Cooking of small quantities in packages is made possible through use of "Scotchpak" polyester film No. 20A5 developed by 3M. Specially designed for the purpose, "Scotchpak" will be used by food processors, making vegetables and other foods available for "in-a-bag" cooking. A laboratory report on the process is available from Minnesota Mining & Mfg. Co., Dept. T8-332, 900 Bush Ave., St. Paul 6, Minn.

For more details circle #457 on mailing card

Convenience and Economy in Photo Copy Machine



The Genco Porta-Fax automatic photo copying machine features convenience in operation and economy in price. It is electrically operated, providing virtually all big machine advantages in bantam size. A carrying handle makes it easy to take to place of need, and the Porta-Fax can be stored on a cabinet shelf when not in use.

It reproduces from all colors and ball point pens, handling sheets up to 9½ inches wide. General Photo Products Co., Inc., General Photo Bldg., Chatham, N.J.

For more details circle #458 on mailing card

Wood and Concrete Floor Seal Resists Rubber Marks

Hi-Polamur Floor Seal is a new polymer resin product for sealing wood and concrete floors. It has no strong or objectionable odor during application or drying and forms an exceptionally hard and tough surface in about three hours drying time. It is easy to apply and is said to be unusually resistant to blackmarking and rubber burns, practically eliminating this problem. Hi-Polamur Floor Seal is packaged in one, five, 15, 30 and 55 gallon containers. Multi-Clean Products, Inc., 2277 Ford Pkwy., St. Paul 1, Minn.

For more details circle #459 on mailing card

Pre-Mixed Shake Vendor Also Vends Milk

A single machine which serves as a dessert-beverage vendor is available in the new Glasco Dairy Vendor. Milk shakes pre-mixed at the dairy and placed in five-gallon milk cans are vended from one side while bulk milk is available from the



same machine. The vendors are simple and foolproof in design and construction, incorporating many of the principles used in the Glasco Pre-Mix Soft Drink Vendors. They may be set to serve any size drink desired at any price range. The vendors are made in two models to hold either two or four 5-gallon milk cans, permitting the serving of up to 500 drinks without restocking. Glascock Bros. Mfg. Co., Muncie, Ind.

For more details circle #460 on mailing card

Specialized T & S Line of Laboratory Service Fixtures

The T & S high quality standards are built into the comprehensive new line of laboratory service fixtures recently introduced. The highly specialized "Lab-Flo" line supplies every laboratory fixture requirement. It includes fixtures, hose cocks, remote controls and combination units for water, steam, gas, air and other elements. Specifically designed and engineered for laboratory service, the "Lab-Flo" line features heavy duty construction and extra heavy chrome plating for long, trouble-free performance. T & S Brass & Bronze Works, Inc., Laboratory Fixtures Div., 128 Magnolia Ave., Westbury, L.I., N.Y.

For more details circle #461 on mailing card

Revere Shape China Saves Tray Space

Designed to save space on trays and tables, the new "Revere" shape in Walker



China is available in the "Cloverton" pattern in a choice of several two-color combinations. The scalloped shape gives a pleasing home-like appearance, and the pattern is offered on white or ivory vitrified china. The Walker China Co., Bedford, Ohio.

For more details circle #462 on mailing card

"Hypalon" Over Plastic Foam Forms Gymnasium Mats

Increased safety and durability are combined with easy maintenance and better sanitary properties in the new wrestling and gymnasium mats for schools and colleges. Made of plastic foam with colorful coatings of DuPont "Hypalon" synthetic, the one-inch thick mats are light and easy to handle and are accepted by the National Collegiate Athletic Association to replace mats three inches thick, according to the report. Tests indicate that the foam mats absorb increased amounts of shock and the new "Hypalon" coating provides lasting protection to the foam interior as it resists abrasion, deterioration by oxygen and sunlight, and damage or rot due to perspiration or other moisture. The coating is available in any color or color combinations. Pecosite Equipment Co., Box 67, Gladwyne, Pa.

For more details circle #463 on mailing card

Fire Alarm-Annunciator for Automatic Fire Detection

The Model "A-L 5" is a new component for automatic fire detection systems which combines a loud, vibratory alarm with an annunciator. Systems thus provide



both auditory and visual fire detection. Addition of the annunciator is a new development designed to carry the early warning principle of life saving to a high degree of perfection. A lamp lights to pinpoint the exact location of a fire, speeding evacuation of buildings. Fire Detective, Inc., 300 Chancellor Ave., Newark 12, N.J.

For more details circle #464 on mailing card

Water Cooler Design Conceals Plumbing Inside

Installation flush against the wall is permitted with the new 1959 "Wall-Line" Westinghouse water coolers. The new design conceals the plumbing inside the cool-



er itself, yet the models are slim in appearance. A saving in floor space is effected with the new installation system and installation time is also reduced. The new design allows for a standard trap with slip-type fittings to be installed inside the cabinet which extends only 12½ inches when installed flush against the wall. Westinghouse Electric Corp., Box 2278, Pittsburgh, Pa.

For more details circle #465 on mailing card

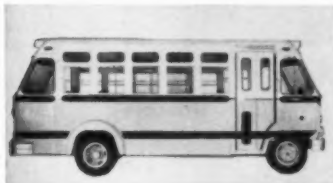
Wall Disposal Units for Sanitary Napkins

Functionally designed for easy opening and easy emptying, the new United Sanitary Napkins Wall Disposal Units save time and effort in maintenance. A disposable wax bag is removed, with its contents, by merely snapping open a concealed catch and lifting the front of the disposal unit. The bag drops into a waste container without touching the inner container or its contents. Waxed paper bags are supplied with the disposal unit. United Metal Cabinet Corp., 8 E. 36th St., New York 16.

For more details circle #466 on mailing card

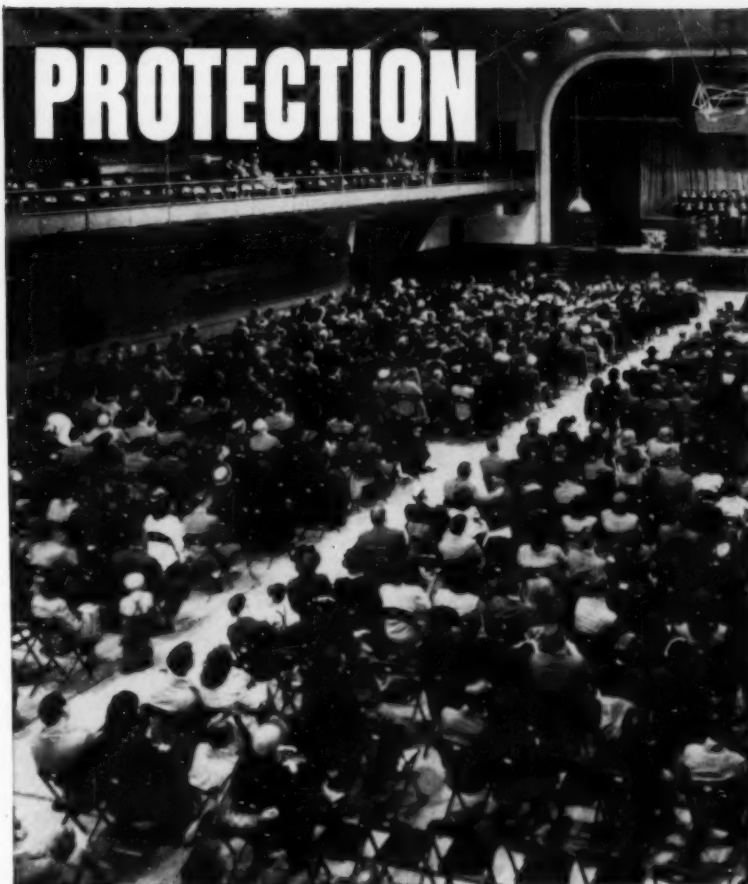
Bantam Transit Bus For Special Groups or Areas

Designed to seat 12 to 25 passengers, the new Divco-Wayne Coachline Transit bus is built for versatile, heavy duty service. It is highly maneuverable and economical to operate. The rugged chassis and powerful super-6 engine make it effective for special work. The Coachline is finished in blue and white and has all-around visibility with full-width rear underfloor



luggage compartment as well as handy interior luggage compartment for transportation of athletic teams, bands and other groups. Divco-Wayne Corp., 745 Fifth Ave., New York 22.

For more details circle #467 on mailing card
(Continued on page 66)



American Legion Auditorium, Roanoke, Virginia

Let the finish take the wear ...choose Seal-O-San!

Must your gym double as an auditorium, dance hall, roller skating rink, short cut to other parts of your building—even a play area? Then be certain the floor is protected for long life, and *let the finish take the wear!*

Seal-O-San gym floor finish offers the advantage of protection, *plus* slip-resistance, durability, light color, easy application and simple maintenance. Ask our representative, the Man Behind the Huntington Drum, or write for more information about Seal-O-San gym floor finish. And if you have wood floors in halls, classrooms or elsewhere in your building, ask about the Seal-O-San products which will help lengthen their life while beautifying them. Write today!

Get your copy of the new Coaches Digest. Free to coaches and athletic directors; others send 50¢ handling fee.



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The Insured TUITION PAYMENT PLAN

This is the prepayment plan that brings the parent low-cost life and disability insurance protection, plus a monthly budget provision that extends to the final month of his educational expenses four or more years hence. Used today in many of the best-known colleges and preparatory schools, it has proven most valuable to administrative officers by providing them with a dignified, parent-approved method which:

- 1 alerts parents to their financial obligation when the student is accepted for admission;
- 2 offers parents a convenient and logical plan for meeting that obligation;
- 3 assures the parent (and thus the college) that he will have adequate funds with which to meet his college obligations in full and on time;
- 4 preserves the traditional relationship between the college and the parent—debt-free and direct.

Individualized descriptive literature for mailing to the parents of incoming students is furnished for each preparatory school, college or university.

WRITE TODAY FOR DETAILS

We should like to know more about the Insured Tuition Payment Plan as it would apply to the students at:

Name of School
or College _____

Address
Please contact: _____

Name _____

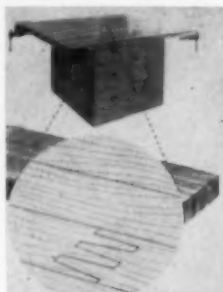
Title _____

INSURED TUITION PAYMENT PLAN

RICHARD C. KNIGHT
112 WATER STREET
BOSTON 9, MASSACHUSETTS

"Finger-Jointing" Strengthens Work Tops

An economical and effective method of jointing the best end strips of maple logs to form Tolerton laminated bench tops is known as "Finger-Jointing." The perfected method makes the laminated tops stronger than a solid lumber strip since all imperfections can be graded out of the finished piece. "Finger-Jointing" is used to form Tolerton laminated Northern hard maple bench tops, laboratory tops, cutting boards



and similar items with maximum tensile strength and wearing surface. **The Tolerton Co., Alliance, Ohio.**

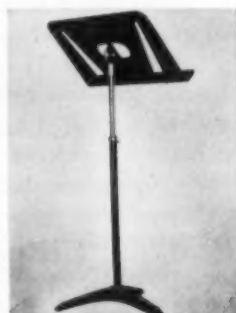
For more details circle #468 on mailing card

Floor Enamel Withstands Student Traffic

Maximum toughness, flexibility, abrasion and impact resistance, with ease of application, are built into a new non-toxic floor enamel recently introduced. Known as Pittsburgh Durethane Enamel for concrete surfaces, the product is formulated with durable isocyanate resins. It is a two-component system consisting of a clear liquid and a color component in tile red, pewter gray or cruiser gray, which are combined in equal parts just prior to application. The finish may be applied by brush, spray or roller. **Pittsburgh Plate Glass Co., 632 Fort Duquesne Blvd., Pittsburgh 22, Pa.**

For more details circle #469 on mailing card

Music Stand Has Feather-Touch Lock

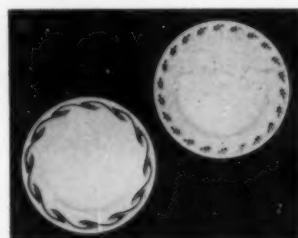


The feather-touch lock on the new Number 1 Hamilton Music Stand locks with only finger-tip adjustment to stay securely at the desired height. A simple hand screw rigidly locks the extra large tripod base, which is designed for maximum stability, to the outer tube. The stand has streamlined design and is built to support as much as 50 pounds without slipping. **Krauth & Benninghofen, Hamilton, Ohio.**

For more details circle #470 on mailing card

Pyrex Brand Dinnerware Adds Two Patterns

Green Leaf and Ruby Scroll are the names given to the two new patterns introduced in Pyrex brand Double Tough institutional dinnerware. Green Leaf has a small leaf sprig around the rim of opal



white dinnerware, while Ruby Scroll has a dark red scroll motif. Both designs are available on all 21 pieces of Double Tough dinnerware which is now offered in eight attractive patterns. The dinnerware is made of heat resistant, tempered opal glass for maximum strength in institutional use. **Corning Glass Works, Corning, N.Y.**

For more details circle #471 on mailing card

Sandwich Provisions Packed Bread Size

Uniform packaging of canned provisions for sandwich making is now offered by Armour. The new packaging is tailored to meet the precise size requirements for food service. The re-designed containers measure four inches square on the ends and contain a uniform six and one-half pounds of meat. They are the size of the modern sandwich bread loaf, speeding the work of sandwich making. Available in the new packages are Spiced Luncheon Meat, Chopped Ham, Chopped Pork, Pickle Loaf, Old Fashioned Loaf, Boloaf and Hickory Smoked Chopped Ham. **Armour & Co., Chicago 90.**

For more details circle #472 on mailing card

Mechanized Filing Unit Handles Large Numbers of Records

Designed specifically to simplify and speed reference to large numbers of index cards, records and other information, the new Kard-Veyer is a large-capacity mechanized filing unit. It completes a full line of Remington Rand mechanized vertical files to fit all requirements. It is available in four standard models which may be

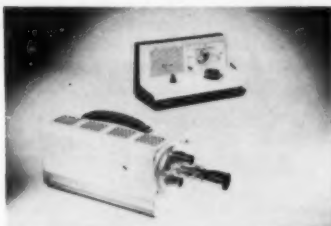


modified as to height and width to meet specifications as to space limitations, floor layout and other problems. **Remington Rand, Div. of Sperry Rand Corp., 315 Fourth Ave., New York 10.**

For more details circle #473 on mailing card

Sylvania Closed-Circuit TV Priced for Educational Use

Compact size and low price are features of the new Sylvania closed-circuit television system designed for efficient operation at a price to stimulate maximum use of the medium in schools. The vidicon-type



camera in the system weighs only 15 pounds, requires no special lighting and will transmit an image on channels two through six to any standard, home-type receiver. The camera has a turret mount for three different lenses but may be sold with one, two or three lenses as required. The new system is not designed for special applications that require custom installations but to meet the demand in education which can be satisfied by standard equipment which can be economically produced. Sylvania Electric Products Inc., 1740 Broadway, New York 19.

For more details circle #474 on mailing card

Instantaneous Heaters for Service Water and Heating

Ross Instantaneous Heaters Type W-100 are available in 128 sizes with two and four pass arrangements, nominal tube lengths up to 10 feet and shell diameters through 20 inches to fill practically every water heating requirement in institutions. The new, pre-engineered, standardized line heats service water for washrooms, showers, dishwashers, laundries and general cleaning requirements. Units are also available for booster heaters, radiant heating panels, snow melting equipment, swimming pool and storage tower heaters and similar uses. The heaters are economical, of simple compact design, and quickly available. Rugged construction and ready accessibility make the Instantaneous Heaters ideal for most institutional uses. American-Standard, Industrial Div., Detroit 32, Mich.

For more details circle #475 on mailing card

Sweden MixSuppliers Facilitate Ice Cream Service



The dispensing of soft-serve ice cream products and milk shakes is facilitated through use of the new Sweden MixSupplier. Designed for use with Sweden Soft-

Servers and Sweden ShakeMakers, the mix cans are placed in the MixSupplier by the dairy deliveryman and need not be handled again until the finished milk shake or other softserve product is served. There are no heavy cans to lift or intermediate pans or measures to handle. The mix is pumped automatically from refrigerated storage in the MixSupplier. Sweden Freezer, 3401 Seventeenth Ave. W., Seattle 99, Wash.

For more details circle #476 on mailing card

Bentwood Cafeteria Chair Is Light in Weight



Light weight and comfort are combined in the new No. 1217-CR Bentwood Cafeteria Chair. It is so designed that the chair back fits level with the top of a cafeteria table, making it easier to place and remove trays from tables with minimum lifting over chair backs. The chair is available with either tapered round or square front posts. Williams & Brower, Siler City, N.C.

For more details circle #477 on mailing card

Battery-Powered Machine Cleans Large Floor Areas

The "Convertamatic" is a high-speed battery-powered automatic floor maintenance machine designed for cleaning large, open floor areas. One operator can lay the cleaning solution, scrub the floor, vacuum up the dirty solution and damp-dry the floor in one operation. The machine can also be used as a dry cleaner, to polish and



pick up dust and loose dirt. Four low-cost, heavy duty batteries provide power for the machine and the design permits a fresh set of four batteries to be installed in a matter of minutes. Pressure on brushes is fully variable and the patented "power-flo" drive propels the machine in forward or reverse without the need for clutch or differential. Advance Floor Machine Co., 4100 Washington, Minneapolis 12, Minn.

For more details circle #478 on mailing card

(Continued on page 68)

THIS
IS
A
BASSICK
GLIDE



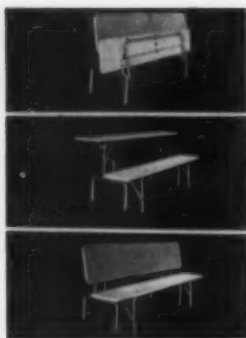
See the nail on top. It is easy to put on chairs. See the rubber cushion. It cushions shocks. It stops noise. See the broad flat steel base. It slides easily. It protects floors. Are there Bassick rubber cushion glides on chairs and tables in your classroom?

G. 48

THE BASSICK COMPANY,
Bridgeport, 5, Conn.
In Canada: Belleville, Ont.

See our catalog in
AMERICAN
SCHOOL AND
UNIVERSITY
or write for copy





**Table Bench
for Cafeteria-Auditorium Seating**

A six-foot cafeteria table-bench which converts quickly to a bench with backrest makes it possible to provide feeding or auditorium-style seating in minimum time with the same unit. The Howmatic "C" permits using the cafeteria table-bench arrangement for lunch periods or for large classes requiring table or desk space, then flipping the table top into backrest position for auditorium or similar uses without moving the students. Four or five people can sit comfortably on the Howmatic "C" which can also be used for perimeter seating when the auditorium or other area is used for social activities. The angled backrest ensures good posture and seating comfort. Howe Folding Furniture, Inc., 1 Park Ave., New York 16.

For more details circle #479 on mailing card

Quality, Utility, Economy . . .

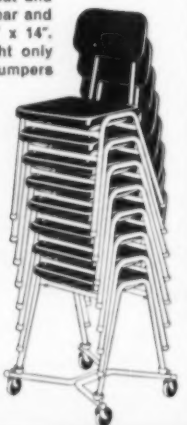
DURHAM Products Have Them!

Solve your seating problems with Durham metal chairs . . . be sure of style and durability! No. 875, strongest steel chair on market, may be had with wood, steel, vinyl clad, or upholstered seat; steel, wire, or padded, upholstered back. Extra wide, extra deep seat with steel fully curled underneath to eliminate all rough edges. Back dual-curved for posture-correct comfort. Safety link between frame members prevents chair tipping when stood upon. Induction welded rear brace. Revolving rubber feet.



Durham design insures more comfort, more wear, more service for every seating dollar.

No. 555 Stack Chair—Vinyl-clad seat and back unequalled for resistance to wear and damage. Fire-proof. Large seat, 14" x 14". Standard dining height. Chair weight only 11 lbs. Rubber bumpers for stacking.



No. 225 Dolly—Simplest, easiest method of storing, moving stack chairs. Chair legs fit into four cups. Rolls on solid rubber casters with brass swivels.



No. 875TA Folding Table Armchair—Plywood arm. Wrap rack on back.



Most Complete Line of tubular and channel steel folding chairs for adults and juveniles. Folding tables. Steel book shelf units. Send for catalogs.



Webster Consolette for Sound System

The SS 1400 Series Consolette developed by the Webster Teletalk Division is a completely restyled two-channel sound distribution system designed to meet the needs of schools, colleges, hospitals and other institutions. Combining programming with intercommunication, the new Consolette features light annunciators as reminders for call back; allowance for ad-



dition of intercom stations up to 114; two microphone inputs for program distribution or for program distribution and voice intercom; special set-up permitting any Teletalk unit to be interconnected with the Consolette, and completely new styling with easier control. Webster Electric Co., Racine, Wis.

For more details circle #480 on mailing card

Nuclear Fire Alarm System Gives Early Warning

Incipient fires can be detected and warning given without the presence of smoke, flame or heat with the new Pyr-A-Larm. The "Nuclear Sentry" employs a unique method of ionization to warn of incipient fire. The system can be set to give instantaneous warning to fire departments, Central Station headquarters and trigger extinguishing systems of all types. It is capable of providing any degree of protection



necessary for the particular hazard area under consideration.

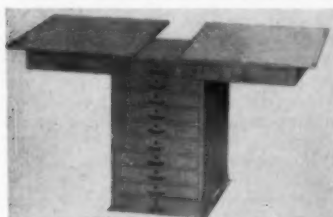
The Pyr-A-Larm system will operate electrical controls, close fire doors, stop fans and blowers, ring bells, sound sirens or in other ways warn of fire before it gets to the danger point. The invisible and minute products of combustion will trigger the detector, yet it is so engineered that it eliminates spurious alarms. The system is particularly sensitive to smoldering fires and overloaded electrical equipment. Pyrotechnics, A Div. of Baker Industries, Inc., P. O. Box 390, Newark 1, N.J.

For more details circle #481 on mailing card

Multi-Student Drawing Unit Keeps Floor Area Clear

The NL-1200 Flex-Master Multi-Student Drawing Unit is free-standing, keeping the floor area clear for simplified maintenance. Horizontal storage space is provided for drawing boards, tools and other material for twelve students, and the unit is easily accessible to two students at a time.

The new drawing table and cabinet com-



bination interlocks with other units to provide maximum flexibility in room arrangements. Drawing tables may be attached to the right or left of cabinet units and are wood-topped with zinc-plated steel end cleats and pencil ledge. **Stacor Equipment Co., 295 Emmet St., Newark 5, N.J.**

For more details circle #482 on mailing card

Wax-Removing Compound Penetrates Layers of Wax

The new Holcomb "Wax Stripper" is a fast penetrant that gets through layers of old wax and will also take up the polyethylene base of many "no wax" floor finishes. A white powdered blend of several active ingredients, it mixes instantly with water. "Wax Stripper" has a controlled sudsing action, is a fast emulsifier and a free rinser. It will not soften floors, bleed colors or cause fading and tests show it will not irritate the skin. It is shipped in 15 and 100-pound fiber drums. **J. I. Holcomb Mfg. Co., Inc., 1600 Barth Ave., Indianapolis 7, Ind.**

For more details circle #483 on mailing card

Automatic Milk Dispensers in Two Models



Four selections of milk, fruit juices and other beverages in cartons and cans are provided in the new Model 510 automatic dispensing machine. The second new model, No. 610, provides five selections. Modern design, pushbutton selection and delivery of the material by a single chute for one-hand operation are improvements built into the new models. Both models, as well as earlier ones in the line, vend various types and sizes of cartons and cans interchangeably at various prices, with a change dispenser. **Darimatic, Inc., 1827 Pontius Ave., Los Angeles 25, Calif.**

For more details circle #484 on mailing card

Conveyor Dishwasher Has Panoramic Door

The new Toledo Model C2A-1A conveyor dishwasher has improved facilities of operating and cleaning due to the exclusive Panoramic Door. The full width door is counter-balanced for finger touch opening and closing. It stays open in any desired position to give a clear view and easy access to the full length of the dishwasher interior.

Faster, easier cleaning and more efficient operation are advantages claimed for the new model with savings in operator cleaning time and increased sanitation. The new model is equipped with Zip-Loks for quick, positive locking, unlocking and removal of spray tubes without the use of



tools. **Toledo Scale Corp., Kitchen Machine Div., 245 Hollenbeck St., Rochester, N.Y.**

For more details circle #485 on mailing card
(Continued on page 70)

People at Work with Ideas

INTERIM

Now that Summer is here, will you be looking at capital expansion problems a bit more in depth, in preparation for a resumption of this Fall's more hectic pace?

You would do well to take advantage of whatever additional time may be available in these months.

One very enlightening step which you can now take is to have Lawson Associates survey your increasing financial needs with an eye to how these needs may be satisfied.

The experience of two decades of planning and directing public appeals for funds to be used by non-profit institutions stands behind every Lawson Associates survey and analysis.

No cost or obligation, of course, for such a study of your institution's funds potential.

Write, wire or telephone, collect, any of our offices today.



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Jacksonville 2, Florida
Elgin 3-3226

101 Jones Building
Seattle 1, Washington
Mutual 2-3691

624-736 Granville Street
Vancouver, B.C.
Mutual 4-2618

Literature and Services

• "How to Layout a Parking Lot" is the title of an informative 36-page, plastic bound booklet published by Western Industries, Inc., 2742 W. 36th Place, Chicago 32. Illustrated with engineering drawings, charts and pictures of different types of parking lots, the book is designed to aid in getting the most cars in the available lot space with the minimum possibility of mishap. Various types of parking equipment are also described.

For more details circle #486 on mailing card

• Some of the schools and colleges benefiting from the convenience and cost savings resulting from the installation of **Williams Reversible Windows** are listed in an eight-page catalog available from the Williams Pivot Sash Co., 1827 E. 37th St., Cleveland 14, Ohio. Descriptive information on the windows, available in wood or aluminum, and their method of operation for complete and easy window cleaning from the inside of a building, is presented in the catalog. Line drawings illustrate the mechanism and complete specifications are included.

For more details circle #487 on mailing card

• Coin handling equipment is the subject of **Catalog No. 2058** issued by Block & Co., Inc., 350 W. Ontario St., Chicago 10. Storage equipment, color-coding for quick identification and materials for simplified handling are described and illustrated in the 36-page booklet.

For more details circle #488 on mailing card

• Colorful illustrations of **Natco Structural Clay Products** and photographs of installations are shown in **Natco Catalog S-59** available from Natco Corp., 327 Fifth Ave., Pittsburgh 22, Pa. Detailed drawings, specifications and descriptive information on these products for interior and exterior walls are presented, with data on other clay products manufactured by the company.

For more details circle #489 on mailing card

• Detailed information on **Series 401 Pneumatic Spreader Coal Stokers** manufactured by Iron Fireman Mfg. Co., 3170 W. 106th St., Cleveland 11, Ohio, is presented in a revised 12-page booklet.

For more details circle #490 on mailing card

• Sixteen illustrations of **Hospitality Group** institutional china are shown in full color in a 12-page leaflet recently released by Syracuse China Corp., 1806 W. Fayette St., Syracuse, N.Y. "The Story of Hospitality" tells how this group of stock patterns, composed of a complete variety of shapes and decorations, was designed to meet the needs of every food service operation.

For more details circle #491 on mailing card

• "4 Versatile Office Time-Savers" are illustrated and described in the new 16-page booklet available from Eastman Kodak Co., Business Photo Methods Div., Rochester 4, N.Y. The booklet tells why and how the four modern copying machines developed by Eastman Kodak can save time and money and increase efficiency for the user.

For more details circle #492 on mailing card

• "Controlling Indoor Weather" in new or modernized buildings is discussed in a 20-page brochure published by Johnson Service Co., 507 E. Michigan St., Milwaukee 1, Wis. Presenting a 16-city report on what buildings are doing about automatic temperature control, the booklet discusses modern controls for ideal temperatures, and reduced heating and cooling costs.

For more details circle #493 on mailing card

• A 20-page 35th anniversary full color general catalog issued by B. F. Goodrich Company, Flooring Products, Watertown, Mass., contains descriptions, specifications and floor tile selection and properties charts on the **complete line of flooring products** produced by the company.

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• Variations in the use of mashed potatoes are suggested in set of nine variety **recipes** available from The Pillsbury Company, Institutional Products Div., Minneapolis 2, Minn. **How Chef Style Potato Flakes** can give new interest to menus with minimum time required for preparation is indicated in the recipes.

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